

# Teachers' Beliefs and Perceptions of Bullying and Bullying Prevention Initiatives

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Submitted in partial fulfillment  
of the requirements for the degree of  
Master of Education

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## **Abstract**

While bullying prevention programs appear to be decreasing the number of bullying incidents overseas, bullying prevention programs here in Canada have not been proving as effective. Evaluations of bullying prevention programs often focus on the outcomes and neglect to examine the training regimen for teachers. As teachers are on the front lines of bullying prevention programs, the current study explored teachers' beliefs about the various types of bullying, their perceptions of their own abilities (e.g., teacher bullying prevention efficacy (TBPE), self-concept, and theory of mind) to implement bullying prevention initiatives, and how the school climate may influence their efficacy beliefs. Participants in the current study were 61 Canadian teachers ( $n = 51$  women), predominantly from Ontario. Participating teachers represented all elementary division levels (primary, junior, and intermediate). Participants' teaching experience ranged from zero years of teaching (pre-service) to 28 years of experience ( $M = 10.50$ ,  $SD = 7.35$ ). It was found that participants reported a relatively high TBPE score, which was related to their likely intervention in cyberbullying situations but not for other forms of bullying situations. It was found that teachers were most likely to intervene in physical bullying than verbal, relational, and cyberbullying, respectively. TBPE was influenced by the school climate. Teachers' scores on the theory of mind scale was not a significant indicator of any teachers' bullying beliefs. Analyses exploring the relationship between bullying beliefs and self-concept, morality predicted teachers TBPE scores and the likelihood of intervention. Teachers' recommendations for bullying prevention training and school bullying prevention programs were explored. Results are discussed in terms of implications for practice and future research.

## **Acknowledgements**

There are a few people who must be acknowledged for helping me through my academic journey. I would first like to thank Dr. Sandra Bosacki for her guidance and positivity throughout my experience here at Brock. She helped to broaden my research interests and provided me with opportunities to gain valuable research experience. I would also like to thank my committee members, Dr. Joe Engemann and Dr. Zopito Marini. Dr. Engemann's reassurance and research methods expertise was invaluable. Dr. Marini's encouragement and expertise in bullying research was greatly appreciated. I would like to thank the participating school boards and teachers; without their help this research could not have happened.

Finally, I would like to thank my family and friends. From Ottawa to Guatemala, their emotional and social support helped to push me through this stage of my educational journey. Their visits, phone calls, and assistance with editing are greatly appreciated. I would especially like to thank my parents for allowing me to explore my interests and encouraging me to keep learning. Most of all I am grateful for them reminding me to have fun every step of the way.

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## **CHAPTER ONE: INTRODUCTION TO THE STUDY**

The current study explored Canadian elementary school teachers' beliefs about bullying and bullying prevention and their perceptions of the bullying prevention initiatives within their schools. In regards to the bullying prevention initiatives, the focus is on their sense of bullying prevention efficacy, confidence to intervene, and their training experiences, along with the school climate, as influenced by staff, school administrators, and students.

While student outcomes have been the focus in evaluating bullying prevention programs, it is important to explore teachers' beliefs about bullying, the bullying prevention programs, and their role in them (Ahtola, Haataja, Kärnä, Poskiparta, & Salmivalli, 2012). Teachers' beliefs about the severity of bullying, their confidence in their abilities to intervene, and beliefs about the initiatives themselves may influence a teacher's intentions to intervene when he/she witnesses or is made aware of bullying situations (Bauman & Del Rio, 2006). Rigby, Smith, and Pepler (2004) suggest that the interventions need to be based on student data. I argue that teachers' beliefs need to be considered for effective implementation.

Within schools, teachers are in direct contact with the students and expected to manage the students' day and activities. In this sense, teachers are also at the forefront of implementing the bullying prevention initiatives. Teachers' beliefs about bullying and the interventions themselves may have a direct impact on how well they attend to bullying in the classroom and on the playground.

For example, teachers may hold harmful beliefs about bullying that could influence their perception of bullying situations, the manner in which they intervene, and

the importance they place on bullying prevention initiatives. Teachers may believe that some forms of bullying are less harmful than others, or that bullying is a rite of passage, and, as a result, they may be less likely to intervene (Ahtola et al., 2012; Kochenderfer-Ladd & Pelletier, 2008; Marini, Spear, & Bombay, 1999; O'Moore, 2000). Additionally, teachers may hold the incorrect belief that bullies have low self-esteem and have poor social skills (Bauman & Del Rio, 2005). As such, they may focus on the bully in intervention, and ignore the external bystanders who are providing positive reinforcement of the bully's behaviours (Bauman & Del Rio, 2005).

Teachers who see the bullying prevention initiative as unnecessary, or too time consuming, may not allot the necessary time and effort into implementing the initiative as designed (Ahtola et al., 2012; Dake, Price, Telljohann, & Funk, 2003). The number of teachers within a school who support a bullying prevention program and the degree to which they implement the program influence the effectiveness of bullying prevention initiatives (Ahtola et al., 2013).

### **Background to the Problem**

Bullying prevention initiatives have been effective in other countries—for example, Finland's KiVa Program (Kärnä et al., 2011) and Norway's Olweus Bullying Prevention Program (Olweus, 2004)—but there are mixed reviews about the efficacy of bullying prevention programs here in Canada (Smith, Schneider, Smith, & Ananiadou, 2004). Within Canada, the Legislative Assembly of Ontario (2011, 2012) has amended the *Education Act* to include provisions regarding bullying (e.g., *Bills 13* and *14*). While these amendments are a step in the right direction to acknowledging that bullying is a problem within our schools, the legislation is vague, and may be left open to

interpretation by the school boards and the individual schools. The following section will outline the issue of bullying, and the consequences of bullying. Secondly, a summary of the evaluations of bullying prevention initiatives will be presented. Finally, issues regarding teachers' beliefs about bullying will be explored.

## **Bullying**

The social process of bullying is not a new phenomenon as it has been around for as long as most people can remember (Rigby & Smith, 2011). However, within the last few decades, research regarding bullying has begun to be intensely studied. As researchers gain an understanding of the consequences of bullying, interest surrounding the context and influences of bullying has increased.

Research on the reasons for bullying has suggested that bullying is due to the bully's lack of empathy, and a desire for status (Caravita, Di Blasio, Salmivalli, 2010; Sutton, Smith, & Swettenham, 2001; Volk, Camilleri, Dane, & Marini, 2012). As a result, many of the bullying prevention initiatives have focused on teaching empathy to the children involved in bullying (i.e., bullies, bystanders, and victims). Specifically, training helps to teach bullies to understand the consequences of their actions for their victims, and teaches bystanders the negative effects, encouraging them to stand up for the victim (Salmivalli, 2010; Ttofi & Farrington, 2010).

However, some researchers have suggested that bullies do not lack empathy. Bullies score highly on social competence but have a lower sense of self-esteem than peers who are neither bullies nor victims (O'Moore & Kirkham, 2001; Sutton et al., 2001). This suggests that the bullies are aware that their actions may have a negative emotional and psychological impact on their victims. Interestingly, researchers have



found that a lack of empathy is more indicative of bully-victims—that is, individuals who are bullied but who also bully others (Sutton et al., 2001). Researchers have found that bystanders are much less likely to support bullying behaviours after receiving empathy training, thereby providing less positive reinforcement to the bullies (Barlinska, Szuster, & Winiewski, 2013). Meanwhile, victims appear to have a higher sense of empathy, which may be influenced by their own victimization, therefore allowing them to better relate to others (Perren, Gutzwiller-Helfenfinger, Malti, & Hymel, 2012).

These findings have sparked a new perspective on bullying. Perhaps bullying is an adaptive evolutionary behaviour (Volk et al., 2012). This perspective suggests that both girls and boys bully to gain status and resources. Although males are no longer fighting each other for food, they are fighting for status, and recognition from their peers (Veenstra, Lindenberg, Munniksmma, & Dijkstra, 2010). Females are fighting for status and to be noticed by a potential mate (Connolly, Pepler, Craig, & Taradash, 2000). Researchers suggest that this may be why females tend to focus on more relational types of bullying, while males are more prone to overt acts of aggression, to demonstrate their strength and prowess (Volk et al., 2012). Thus, researchers suggest that interventions that focus on empathy training may be ineffective, and a shift in punishment and reward needs to occur to eliminate the positive reinforcements that bullies get from their actions, such as removing the social status that is acquired through bullying (Volk et al., 2012).

While understanding why individuals bully is important for intervention and prevention, the focus on intervention has stemmed from the consequences of bullying. Children and youth involved in bullying, both bullies and victims, have been found to experience similar negative outcomes (Hemphill et al., 2012; Volk, Craig, Boyce, &

King, 2006). Bullies often suffer from both internalizing (e.g., depression) and externalizing problems (e.g., aggression), leading to higher rates of criminal activity in adulthood (Olweus, Limber, & Mihalic, as cited in Bauman & Del Rio, 2006, p. 219). Those who are victimized often suffer from internalizing problems, such as depression and lower self-esteem. Additionally, students who are victimized also tend to suffer from lower academic achievement and school attendance, possibly due to their fear of being victimized while at school (Card & Hodges, 2008; Marini et al., 1999; Price, Chin, Higa-McMillan, Kim, & Frueh, 2013). The most severe cases appear to be for students who are both traditionally bullied and cyberbullied (Price et al., 2013; Salmivalli, Sainio, & Hodges, 2013). Unfortunately, the combination of these outcomes, and the severity of the bullying may lead to suicide (Olweus, 1993; Raskauskas & Stoltz, 2007). This grave outcome has sparked many of the bullying prevention initiatives, as well as legislation here in Canada (such as *Bills 13* and *14*) and abroad (Olweus, 1993; Salmivalli, Poskiparta, Ahtola, & Haataja, 2013).

### **Bullying Prevention Initiatives**

The Ontario provincial government has passed *Bills 13* and *14* within the *Education Act*. *Bill 13, An Act to Amend the Education Act With Respect to Bullying and Other Matters* was designed to ensure that all schools promote a positive and inclusive atmosphere through implementing a bullying prevention initiative (Legislative Assembly of Ontario, 2012). However, there is no mention of what type of bullying prevention initiative should be implemented, nor whether the initiative being put into place should be empirically researched and tested to ensure its effectiveness. *Bill 14, An Act to Designate Bullying Awareness and Prevention Week in Schools and to Provide for Bullying*

*Prevention Curricula, Policies and Administrative Accountability in Schools*, set out to clarify some of the vagueness of *Bill 13*. *Bill 14* mandated that the third week of November be designated bullying awareness and prevention week, and included cyberbullying in the definition of bullying. The bill also laid out the procedures for reporting acts of bullying to the administrators within the school, which was then to be reported to the school boards, and to the provincial government (Legislative Assembly of Ontario, 2011). Despite the bills being put into effect in 2012, there is still some debate about their effectiveness.

Bullying prevention initiatives within Finland (KiVa International) and Norway (Olweus Bullying Prevention Program) show promising results for intervention and lowering the reported incidence of acts of bullying (Olweus, 2004; Salmivalli, Sainio et al., 2013). Both programs focus on a whole school approach, which aims to educate both the students and all members within the school (i.e., teachers, school administrators, and parents). While these programs are showing promise within their originating countries, attempts to implement similar or adapted programs here in North America have not been shown to reduce the incidences of bullying (Merrell, Gueldner, Ross, & Isava, 2008; Smith et al., 2004; Tofti & Farrington, 2010).

Researchers' evaluations of bullying prevention initiatives have focused on the outcomes of the bullying prevention initiatives (i.e., student reports of bullying, school reports, and teacher reports; Smith et al., 2004; Tofti & Farrington, 2010). The content of the initiatives is not thoroughly discussed within the literature, other than the focus on the whole school approach, and the frequency of bullying prevention sessions for children. The training regimen for teachers and school staff is often only briefly described.

Many of the programs only train a selected few teachers and support staff for a day or two, who are then expected to act as leaders, and teach their fellow staff. Few studies (e.g., Ahtola et al., 2012; Byers, Caltabiano, Caltabiano, 2011; Yoon, 2004) have looked at the effects of this limited training on teachers' beliefs, and self-efficacy.

### **Teacher Beliefs**

Researchers have found that teachers have varying beliefs about bullying, specifically regarding the severity of the various types of bullying (i.e., physical, relational, verbal, and cyberbullying; Bauman & Del Rio, 2006; Craig, Henderson, & Murphy, 2000). For example, many teachers believe that verbal and relational bullying is less severe than physical bullying (Bauman & Del Rio, 2006; Boulton, Hardcastle, Down, Fowles, & Simmonds, 2014; Craig et al., 2000). Research suggests that teachers feel that cyberbullying is not a severe problem, or that they are unsure as to how to approach the cyberbullying because it often occurs under their radar (Boulton et al., 2014; Eden, Heiman, Olenik-Shemesh, 2013).

Bullying prevention initiatives seek to alter these teachers' beliefs, as well as address the myths that teachers may believe. Examples of these myths include bullying is a rite of passage during childhood, or boys will be boys (Marini et al., 1999; O'Moore, 2000).

Bullying prevention training may also help to increase teachers' sense of efficacy to intervene in bullying situations of all kinds (Ahtola et al., 2012). While self-efficacy has not been extensively studied in regards to bullying prevention initiatives, researchers who have explored self-efficacy have found mixed results. The KiVa Program in Finland has been found to increase teachers' awareness of bullying within the classroom, as well as their

sense of efficacy to intervene (Ahtola et al., 2012). In North America, studies have found that teachers' sense of efficacy has increased in relation to some forms of bullying.

However, the measures used to obtain teachers' sense of efficacy to intervene vary, and their construct validity is questionable (Woods, 2013). Measures are often based on classroom management efficacy scales (Tschannen-Moran & Woolfolk Hoy, 2001), and attached to vignettes depicting the differing types of bullying (i.e., physical, relational, and verbal; Byers et al., 2011; Yoon, 2004). Since the classroom management efficacy scale was not designed to specifically measure bullying prevention efficacy, it may not adequately capture teachers' bullying prevention efficacy beliefs.

Finally, there has been no research conducted that explores how teachers' self-concept and theory of mind might be related to their beliefs about bullying, and their intentions to intervene. Theory of mind refers to an individual's ability to understand thoughts and emotions within themselves and others (Bryant, Coffey, Povinelli, & Puett, 2013), while self-concept refers to the beliefs that individuals have about themselves (Stake, 1994); for example, whether the teacher believes he or she is a good person or an empathetic person (Stake, 1994). Self-concept includes self-efficacy beliefs (i.e., how confident individuals are that their actions will achieve the desired results). However, for the purposes of the current research, I sought to explore self-efficacy in more detail and as it specifically relates to bullying prevention. Overall, teachers who have a positive self-concept may be seen as strong role models, and be able to better guide their students through difficult situations (Verma & Deepti, 2011).

Teachers' theory of mind may be influential in bullying prevention. Teachers' understanding not only of their own thoughts and emotions but also their ability to

understand thoughts and emotions in others (Bryant et al., 2013), may play an important role in their beliefs about bullying.

Self-concept and theory of mind combined may influence teachers' intentions to intervene in bullying situations within their classrooms, as well as how efficacious they may feel about their ability to intervene in bullying situations. For example, as shown by research with bystanders (Barlinska et al., 2013), teachers who are better able to understand the thoughts and emotions of bullies and victims may have a better understanding of the negative consequences of the different forms of bullying. Thus, they may feel more prepared and confident in their ability to address bullying behaviours.

### **Purpose of the Study**

The purpose of the current study is to explore teachers' beliefs about the various types of bullying, in addition to their perceptions of their own abilities to implement bullying prevention initiatives, and how the school climate created by the students, staff, and school administrators may influence their efficacy beliefs. Additionally, the current study explored teachers' beliefs and attitudes about bullying prevention initiatives by division level within the schools. Comparisons were made between primary (i.e., Kindergarten to Grade 3), junior (i.e., Grades 4-6) and intermediate (i.e., Grades 7-8) levels within the schools to explore whether teachers from various levels have different views than their colleagues in other divisions. Finally, I sought to explore teachers' recommendations for future bullying prevention training and programs within the school system.

By exploring the beliefs teachers hold about bullying and the bullying prevention initiatives, the current study adds to the current research literature about bullying

prevention initiatives, and may help policy makers, school administrators, and teacher educators to design better training programs and practices in preparing teachers for their role in implementing bullying prevention initiatives. Specifically, the current study explored the following research questions:

1. What level of bullying prevention efficacy do teachers have?
  - a. How does teacher confidence to intervene vary by type of bullying?
  - b. How does Teacher Bullying Prevention Efficacy (TBPE) vary by division taught?
  - c. How does TBPE vary by training?
  - d. How does TBPE vary by the climate created by school administrators, teachers, and students?
  - e. How does TBPE vary by sex?
2. How are teachers' beliefs about the seriousness of bullying related to TBPE?
  - a. Do severity beliefs vary by having an existing school bullying prevention program or previous bullying prevention training?
3. How are beliefs about program efficacy related to teachers' beliefs about the seriousness of bullying, empathy beliefs, and malleability beliefs?
4. How is theory of mind related to teachers' beliefs about bullying (malleability, seriousness, empathy, likelihood of intervention, and confidence to intervene)?
5. How is teachers' self-concept (likability, task accomplishment, morality, power, and vulnerability) related to their beliefs about bullying (malleability, seriousness, empathy, likelihood of intervention, and confidence to intervene)?

Additionally, I explored teachers' recommendations for future teacher bullying

prevention/intervention training and their recommendations for school bullying prevention programs.

### **Theoretical Framework**

A key theoretical premise that should be acknowledged in justifying the current research is action theory. According to action theory (Deshon & Gillespie, 2005; Ewart, 1991) individuals' personal beliefs, goals, and expectations directly influence their behaviour. How teachers think about themselves and the beliefs they hold about others, objects and behaviours may directly influence their behaviour to attain a certain result, or how they respond to a social situation (Deshon & Gillespie, 2005; Ewart, 1991). In terms of the current research, I posit that teachers' beliefs regarding their own abilities and bullying will in turn influence their responses to bullying situations.

On a more detailed level, the current study is approached from a combination of ecological systems theory (Bronfenbrenner, 1974, 1976) and social learning theory (Bandura, 1977). Ecological systems theory posits that a child's development is influenced by various micro- and macro-systems. In the context of the bullying prevention, legal mandates such as *Bill 13* and *Bill 14* in the province of Ontario exist at the macro-system level. This influences the administrators on the Exo-system level, who have an influence on the teachers on the micro-system level. The teachers in turn directly influence the student (Bronfenbrenner, 1974, 1976) who is the target of the bullying prevention initiatives. The notion of support and creating a climate that is supportive permeates through this system. Ensuring a respectful and supportive culture by the school board may in turn translate into creating a supportive and respectful atmosphere within the schools.



Ensuring that policies/legislations are clear and are based in research not only helps administrators choose effective bullying prevention initiatives, but also may ensure teachers feel supported in their bullying prevention initiatives, and believe that bullying is a problem that needs their attention. Ultimately, this may affect students' experiences with bullying, and lessen the negative effects of bullying for the student.

Bandura's (1977) social learning theory posits that learning occurs in a social context. This applies not only to students learning from their teachers, but also how teachers learn from their peers. In the current study, social learning theory is applied to teachers' efficacy beliefs about their ability to prevent and intervene in bullying situations. Four types of experiences influence self-efficacy: (a) mastery experiences, (b) physiological/affective states, (c) vicarious experiences, and (d) verbal persuasion (Bandura, 1997). The current research sought to explore not only the mastery experiences teachers have through training, but also how their sense of efficacy may be influenced by others through vicarious experiences and verbal persuasion. These experiences may affect how confident teachers are to intervene by demonstrating how to intervene effectively in bullying situations.

A key component here is also how supported the teachers feel by staff, school administrators, parents, and students, as these stakeholders may affect the outcome of teachers intervention efforts. For example, if there is no follow-up on reported bullying cases, perhaps teachers will feel that their efforts are in vain and therefore not as effective.

### **Scope and Limitations of the Study**

The current study examined the beliefs and attitudes of in-service and pre-service elementary school teachers from across Canada, with a focus on Southwestern Ontario.

Focusing on a specific area within not only Canada, but also Ontario limits the generalizability of the results. Results are meant to be preliminary, and aim to inspire further exploration throughout Canada.

There were no restrictions on participation, other than participants had to be currently teaching in elementary schools or training to teach at the elementary level. The goal in limiting the restrictions on participation was to increase the potential participant pool. Both male and female participants were surveyed as well various levels of elementary education, and a range of years of experience.

Additionally, participants were asked to complete questionnaires online. Online questionnaires allow a greater area to be surveyed, as opposed to only school boards within the vicinity of the university. However, while self-report data are beneficial in allowing participants to express their own thoughts and emotions, there are some drawbacks to using self-report measures. Specifically, participants may be more inclined to respond in a manner which presents them in the best light (i.e., social desirability bias), overestimate their abilities (i.e., optimistic bias), or they may answer how they believe the researcher would like them to (i.e., demand characteristics).

A final limitation is the time in which data were collected. Due to the nature of the study, time is limited. The survey was available online from November 2014 to the end of February 2015. The data collection time was originally set to be completed by the end of 2014; however, some school boards approved the study in late December and early January 2015. Therefore, I extended the time to allow for the most participation. It must be noted that collecting data during the middle of the school year provides only a snapshot of teachers' beliefs. Teacher efficacy and bullying behaviours may fluctuate

throughout the school year. Future research could explore teachers' beliefs and attitudes about bullying and bullying prevention initiatives later in the year, to explore these possible changes.

### **Outline of the Remainder of the Document**

Chapter One has introduced the research area of the current study. Understanding bullying prevention programs and teachers' role in them requires taking into account many factors both internal to the teachers themselves (e.g., theory of mind, efficacy beliefs, and theory of mind) as well as factors external to the teachers (e.g., support and policy). The remainder of the document will explore the extant literature in further detail and explore the study in further detail. Chapter Two will provide a literature review to provide context and justification for the current study. Chapter Three will outline the methods and analyses involved in the current study. Chapter Four will outline the results of the quantitative and qualitative analyses. Chapter Five will discuss the results in relation to the extant literature and provide suggestions for future research.

## **CHAPTER TWO: REVIEW OF THE LITERATURE**

This chapter outlines the existing literature regarding bullying, bullying prevention initiatives, and teachers' beliefs about bullying and themselves.

### **Bullying**

There is some inconsistency throughout the literature regarding how bullying is defined. For the purposes of the current research bullying is defined as when someone is intentionally victimized repeatedly by someone (or others) more powerful than themselves (Smith et al., 2008). This definition helps to set bullying apart from random aggression, or one-time instances.

Within this broad definition of bullying there are subtypes of bullying that must be acknowledged, as they are perpetrated in different ways, as well as having different motivations and consequences. Bullying is classified as overt or covert, and direct or indirect. Direct bullying is defined as happening directly between the perpetrator and the victim (e.g., hitting, calling names; Ostrov, 2006), while indirect bullying is defined as occurring through indirect means (e.g., rumours, posting embarrassing photos of someone; Ostrov, 2006). Overt bullying is characterized by visible acts of bullying, such as physical aggression and verbal aggression. Physical aggression refers to situations whereby the bully used physical force, such as hitting, punching, pushing, et cetera (Rigby et al., 2004). Verbal bullying refers to name-calling, or threats (Rigby et al., 2004).

Covert bullying refers to relational bullying and cyberbullying. Relational bullying occurs when the perpetrator(s) excludes, or spreads rumours to hurt the victims' friendships with others (Rigby et al., 2004). Cyberbullying refers to any repeated

electronic communication meant to harm another, or creating a website, or video designed to harm, or embarrass another person (Smith et al., 2008). It should be noted that cyberbullying does not require that the offence be repeated, as the nature of electronic communication and the Internet allow things to be shared, and repetitively seen by potentially a large audience (Dooley, Pyzalski, & Cross, 2009).

Recent research has also begun to distinguish between the form and function of bullying (Bosacki, Marini, & Dane, 2006; Little, Brauner, Jones, Nock, & Hawley, 2003; Volk, Dane, & Marini, 2014). Specifically, function refers to whether the aggression (i.e., the why of bullying) is reactive (i.e., reacting to wrongdoing or a situation) or proactive (i.e., aggression to achieve a goal; Little et al., 2003), while the form refers to the above-mentioned types of potential bullying (e.g., physical or relational; Little et al., 2003).

Taking the notion of form versus function a step further, Volk et al. (2014) have proposed a new theoretical redefinition of bullying which focuses on the cost-benefit and goal directedness of bullying. Specifically, this redefinition would classify proactive aggression as bullying as it is done to obtain either status or resources (Volk et al., 2014). This would alleviate the requirement of bullying needing to be repeated over time, which is a point that has been debated in the current definition of bullying as it relates to cyberbullying or the impact of a single event which may cause the same level of harm (Slonje & Smith, 2008; Volk et al., 2014).

The occurrence of the different forms of bullying varies throughout grade school. For example, research shows that as children (especially girls) move through middle school and into secondary school, they use covert forms of bullying (i.e., relational bullying and cyberbullying) on a greater scale, and move away from overt forms of

aggression (Smith, 2012; Smith, Rose, & Schwartz-Mette, 2010; Tokunaga, 2010). More overt forms of bullying (i.e., physical and verbal bullying) tend to peak around middle school and decrease as the children transition into secondary school (Griezel, Finger, Bodkin-Andrews, Craven, & Yeung, 2012; Smith et al., 2010).

Researchers suggest that overt forms of bullying are also more typical of boys, whereas covert forms of aggression are likely to be displayed by girls (Smith et al., 2010; Underwood, 2003). However, research also suggests that as children approach middle adolescence, both genders appear to participate in relational aggression equally (Archer & Coyne, 2005). Building on this past research, the current research sought to explore teacher beliefs about bullying in relation to the grade level being taught.

### **Consequences of Bullying**

The consequences of bullying go far beyond the initial pain or sadness that the victim feels. The consequences range from those initial negative feelings to long-term effects, which may last years or a lifetime. Within the school setting, students who are bullied may have difficulties focusing on schoolwork, or a fear of going to school due to being bullied. In turn, this may lead to lower academic achievement and engagement (Card & Hodges, 2008; Marini et al., 1999).

Bullying, particularly relational bullying, is meant to harm not only the victim, but also the victim's social status. Research has found that victims of bullying may have issues forming and maintaining relationships as victims tend to be more socially anxious and awkward, and have lower social confidence. This in turn may limit their social interactions (Marini et al., 1999; Price et al., 2013).

Internalizing problems are also a concern for both victims and bullies (Price et al., 2013). Victims especially are at greater risk for experiencing higher levels of anxiety and depression than non-victims (Price et al., 2013). Evidence suggests that levels of depression increase significantly for victims who experience overt forms of aggression or relational aggression, but not for victims who experience cyberbullying only (Salmivalli, Sainio et al., 2013). However, when cyberbullying is experienced in conjunction with any other form of bullying, victims are also at a higher risk for depression than their non-bullied peers (Salmivalli, Sainio et al., 2013).

Interestingly, for bully-victims and bullies there appears to be a positive relationship between normative beliefs about bullying and their involvement in bullying (Marini, Dane, Bosacki & YLC-CURA, 2006). Perhaps this suggests a cyclical relationship that as they participate in bullying more, they begin to believe that bullying is a more normative behaviour to achieve their desired results. In turn, as they believe it is more normative the bullies and bully-victims may engage in bullying more frequently (Marini et al., 2006).

In addition to socioemotional consequences, victims may also be at risk for biological consequences. Research has found that individuals who experience victimization during their childhood have a more rapid deterioration of their telomeres (a genetic marker; Shalev et al., 2012). Telomeres have been linked to life expectancy; the length of the telomere is positively correlated with life expectancy (Shalev et al., 2012). This long-term consequence further supports the need for effective teacher intervention and bullying prevention initiatives. Effective school bullying prevention initiatives may in turn not only help reduce the emotional and psychological consequences of bullying,

but also may help alleviate the potential negative biological effects on the victim's lifespan.

### **Teacher Beliefs About Bullying**

When planning and evaluating bullying prevention initiatives, it is important to understand teachers' beliefs about bullying considering bullying's short-term and long-term consequences. Past research suggests that teachers may have varying beliefs about the severity of the various types of bullying (i.e., physical, relational, verbal, and cyberbullying; Bauman & Del Rio, 2006; Craig et al., 2000). These beliefs may be influenced by the existing bullying myths, and may in turn influence their intention to intervene (Bauman & Del Rio, 2006; Kochenderfer-Ladd & Pelletier, 2008). Teachers may believe many of the myths surrounding bullying, such as bullying is a rite of passage, or boys will be boys (Marini et al., 1999; O'Moore, 2000).

Other potential harmful beliefs include the belief that bullying is a normal behaviour (Kochenderfer-Ladd & Pelletier, 2008). That is, that bullying is a normal part of growing up, and it allows children to learn how to overcome difficult situations and people (Bauman & Del Rio, 2006; Marini et al., 1999). Researchers have found that if teachers believe that bullying is a normative behaviour, they are less likely to intervene (Bauman & Del Rio, 2006; Kochenderfer-Ladd & Pelletier, 2008). Interestingly, teachers are more prone to believe bullying is a normative behaviour when the individuals involved are male (Kochenderfer-Ladd & Pelletier, 2008). Potentially this may be due to the view that males are better equipped to handle bullying (Kochenderfer-Ladd & Pelletier, 2008).

Researchers suggest that teachers believe verbal and physical bullying are more severe than relational or cyberbullying (e.g., Byers et al., 2011; Duy, 2013). Teachers



also have more empathetic responses to and are more likely to intervene in verbal and physical bullying than relational bullying or cyberbullying (Byers et al., 2011; Duy, 2013). Overall, teachers believe that physical bullying is the most severe form of bullying, followed by verbal bullying, and then relational bullying and cyberbullying (Bauman & Del Rio, 2006; Boulton et al., 2014; Craig et al., 2000).

Relational bullying may be seen as the least severe form of bullying, as teachers may believe that it is normative and teaches children to cope with difficult situations and individuals (Bauman & Del Rio, 2006). Teachers may also be less inclined to identify relational bullying as severe, and so be less inclined to intervene, because it is a covert form of bullying. Teachers often do not witness relational bullying firsthand, and only hear of it when students report it to them (Bauman & Del Rio, 2006). Researchers have found teachers felt witnessing a bullying situation increased the likelihood of labelling the situation as bullying, as more serious, and more likely to warrant intervention than those situations they do not witness (Bauman & Del Rio, 2006).

### **Bullying Prevention Initiatives**

Researchers exploring the efficacy of bullying prevention initiatives have found mixed results (Smith et al., 2004). For example, Pepler, Craig, O'Connell, Atlas, and Charach (2004) implemented an intervention that used a whole school approach; teachers, students, parents, and school administrators were all included and asked to play a role in the bullying prevention initiative. Participants were surveyed multiple times over the two and a half year implementation period. Teachers were asked to participate in activities to make them more aware of the types of bullying that might be happening around them. Evaluation results were inconsistent between the three implementation

sites. Some schools had significant decrease in self-reported bullying and victimization amongst students, while others did not. At some schools, students reported that teachers intervened more frequently, while students at other schools reported a decrease in teachers intervening in bullying situations.

These types of inconclusive results are consistent with the meta-analysis of initiative evaluations conducted by Smith et al. (2004). This analysis found that many interventions from around the world reported inconclusive results. The initiatives that exhibited significant effects in the reduction of bullying were those that ensured frequent follow-up meetings with the schools, ensuring that training was kept up to date and adhered to.

Volk et al. (2014) also suggest the focus of the bullying prevention programs may need to shift to focus on the cost–benefit balance involved in bullying. Specifically, bullying prevention programs must address both the costs (i.e., the consequence to the bully themselves for engaging in the behaviour) and the benefit (i.e., what the bully achieved through bullying such as status or resources; Volk et al., 2014). This may be achieved by relying on care ethics and moral education (Bosacki et al., 2006; Volk et al., 2014), whereby prosocial means of obtaining benefits are encouraged and bullying is seen as an unacceptable behaviour where the cost of committing a discretion outweighs the benefit (Volk et al., 2014).

The research focus on bullying prevention initiatives appears to have been on the design of the programs, and on understanding bullies, victims, and bystanders (Smith et al., 2004). Research examining the larger group context of bullying has only just begun. Teacher attitudes regarding bullying have become more prevalent within bullying

research (e.g., Bauman & Del Rio, 2006; Boulton et al., 2014; Byers et al., 2011; Craig et al., 2000; Duy, 2013), however there appears to be very little research regarding teachers' beliefs about their role in bullying prevention and abilities to intervene effectively.

### **Whole School Approach**

As mentioned earlier, the whole school approach appears to be the most promising of the bullying prevention initiatives (Ahtola et al., 2012; Smith et al., 2004). This approach ensures a comprehensive program by involving all stakeholders within the school in the initiative and related training. Teachers who are seeking to combat bullying within the classroom from a whole school approach can allow students to help make bullying prevention rules and sanctions, allow for class time to discuss bullying in a safe environment for students, respond quickly and consistently to bullying situations, and have open communication between students, teachers, and parents (Morgan, 2012). This helps to promote a peaceful and caring school culture, rather than focusing on the behaviours alone (Juvonen & Graham, 2014).

The notion of combating bullying through peace education and care ethics has recently been suggested in the research (Noddings, 2010; Opatow, Gerson, & Woodside, 2005). Care ethics and peace education focus on creating a community where all members (i.e., students, teachers, parents, and school administrators) work together to create a caring and fair environment for everyone (Noddings, 2006; Opatow et al., 2005). The main goal is to encourage concern for the well-being of all members of the community, as well as those outside of the community (Opatow et al., 2005). This approach must be endorsed by all members of the community, regardless of hierarchical status, to help build relationships and support one another.

Care ethics requires that caring relationships be reciprocal, and that the carer be attentive, observant, and receptive (Noddings, 2012a, 2012b). However, a relationship between a teacher and a student may not be reciprocal, if this means that they are each caring for the needs of the other. Instead, reciprocity is shown when the students and the community acknowledge the teachers' caring efforts. Without this acknowledgment, teachers may struggle to feel supported in their efforts (Noddings, 2010).

The caring approach also focuses on understanding and having sympathy for others, while respecting their beliefs and ideologies (Noddings, 2012b). Sympathizing with another's plight contrasts with the notion of empathy, which involves finding a way to relate to another based on one's own experiences, or feelings (Noddings, 2012a). Noddings explained this difference by suggesting that instead of asking, "how would you feel if that happened to you?" (empathy), one should ask, "how might they feel because this happened?" (sympathy; Noddings, 2012b). This allows individuals to understand that others may not feel exactly the same way one feels oneself (Noddings, 2012b). This deeper understanding of thoughts and emotions in others is a key component of theory of mind.

Implementing a whole school bullying prevention initiative within the classroom has proven difficult or simply has not been done here in North America. When Dake et al. (2003) asked teachers whether they included students in creating the bullying rules, almost a third of respondents had not thought about doing this, another third had thought about including students in the rule making, and another third already included students in this decision process. Teachers felt that barriers to allowing children to help outline policies include "students' lack of knowledge regarding bullying" (p. 350), students' failure to take bullying seriously, the fact that bullying policies were not a priority

compared to other classroom tasks, or that bullying did not warrant making rules (Dake et al., 2003). Teachers who felt children should be involved in the discussion of rules and sanctions were those who believed bullying was a problem at their school, had dealt with more instances of bullying, were more confident in their ability to intervene, or had received training related to bullying intervention (Dake et al., 2003).

Setting aside time within the classroom to discuss bullying is an important aspect of a whole school approach (Ahtola et al., 2012; Smith et al., 2004). Dake et al. (2003) found that only a third of teachers set aside time with their students to discuss bullying prevention strategies and the effects of bullying. Some of the reasons teachers gave for not setting aside this time include the view that such discussion was time consuming, was not as much of a priority as other classroom issues, and may distract from other class material (Dake et al., 2003).

### **Teacher Beliefs About Bullying Prevention Initiatives**

Very little research has explored the influence of bullying prevention initiatives on teachers' beliefs about bullying and the initiatives themselves. In Finland, the KiVa Program incorporated teacher belief measures into their evaluation (Ahtola et al., 2012). The study revealed that teachers' beliefs about whether bullying could be influenced by their actions did not change after one year of the KiVa Program implementation. Teachers also did not change their belief about whether they felt the program would be effective (Ahtola et al., 2012). These findings may be due to the presence of teachers who already believed that bullying could be influenced by their actions prior to the implementation of the KiVa Program, or teachers who were part of the intervention group

chose to be part of the program because they believed they could make a difference (Ahtola et al., 2012).

There were some positive effects of the bullying prevention training teachers received for the KiVa Program. After completing bullying prevention initiative training and a year of implementation, teachers from the KiVa Program felt more competent in their ability to intervene in bullying situations (Ahtola et al., 2012). However, they did not differentiate between the different forms of bullying with respect to this confidence. Overall, the increase in teachers' beliefs about their abilities after being involved with the program for a year is encouraging, as the KiVa Program has demonstrated efficacy in lowering the instances of bullying and its adverse effects (Ahtola et al., 2012; Salmivalli, Sainio et al., 2013).

Similar results were found in the United States (e.g., Newman-Carlson & Horne, 2004). Upon receiving bullying prevention training, teachers' confidence in their ability to recognize and intervene in a bullying situation increased (Newman-Carlson & Horne, 2004). However, these results should be viewed with caution, as there were no follow-up measures to determine whether the increase in teachers' confidence remained throughout the school year.

### **Teachers' Self-Beliefs**

No studies have explored how teachers' self-concept and theory of mind may relate to their beliefs about bullying and their intention to intervene.

### **Teacher Efficacy**

A teacher's role within the classroom is complex, as he or she is responsible not only for material instruction, but classroom management as well. Teachers' confidence in

their ability to fulfill this role is important. Teachers' efficacy beliefs about their abilities within the classroom influence their teaching, classroom management, and the quality of their relationships with students (Brouwers & Tomic, 2000; Emmer & Stough, 2001). The more confident teachers are in their abilities, the more positive relationships they tend to have with students (Brouwers & Tomic, 2000). Researchers have also found that teachers with high efficacy beliefs implement instructional programs more successfully (Guskey, 1988). This suggests that high efficacy beliefs could influence a teacher's success when implementing bullying prevention initiatives.

While the research on teachers' sense of efficacy in relation to bullying intervention and prevention is limited (e.g., Ahtola et al., 2012; Boulton et al., 2014; Byers et al., 2006; Yoon, 2004; Yoon & Kerber, 2003), the research regarding teacher efficacy beliefs in general is quite extensive.

Teacher efficacy is influenced by many factors such as the teacher's actual ability to perform, the student-teacher relationship, the grade or level that the teacher is working with, and a teacher's experience level. Teachers' ability to effectively perform the desired task increases their sense of efficacy, while the inability to perform a task often leads to a decrease in teachers' sense of efficacy (Brouwers & Tomic, 2000). This increase or decrease in teaching efficacy beliefs may then influence teachers' performance on future tasks, thus creating a cyclical pattern (Brouwers & Tomic, 2000).

This cyclical pattern has not only been found to apply to teachers' daily task of managing the classroom, but also to their relationships with their students. The poorer the quality of the relationship between student and teacher, the more challenging teachers may find it to manage their classroom, thus influencing their efficacy beliefs (Yeo, Ang,

Chong, Huan, & Quek, 2008). In relation to bullying, the influence of teachers' experiences, as well as their relationship with students may impact not only how confident teachers are to intervene, but also how likely it is that students will bring bullying to their attention, and respond to teacher intervention.

**Teaching experience.** Teachers' efficacy beliefs in this regard may be related to their classroom management efficacy beliefs (Byers et al., 2006; Yoon, 2004), and thus may be similarly affected by a teacher's length of teaching experience. While general self-efficacy beliefs appear to remain stable over time (Bandura, 1997), some studies suggest that classroom management efficacy increases over time, as teaching experience increases (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). However, there are other studies that have not found a link between teaching experience and classroom management efficacy beliefs (Klassen & Chiu, 2010; Yeo et al., 2008).

During teacher training, teacher candidates' efficacy beliefs increase as they learn more and prepare for their future career. However, efficacy beliefs dramatically drop upon entering the work force (Coladarci, 1992; Hoy & Spero, 2005; Hoy & Woolfolk, 1990; Woolfolk, Rosoff, & Hoy, 1990). This drop may be because new teachers entering the field feel somewhat unprepared when they apply their new skills in a practical setting, or because they are facing unexpected challenges (Veenman, 1984). As teachers begin to gain experience within the classroom, their sense of efficacy appears to begin to rise, as they learn to adapt to new challenges (Wolters & Daugherty, 2007; Yeo et al., 2008).

**Teachers and grades taught.** Researchers have found an inverse relation between teacher efficacy beliefs and the grade level taught. The higher the grade level, the less confident teachers appear to be in their abilities to manage the classroom



(Betoret, 2009; Coladarci, 1992; Klassen & Chiu, 2010; Ruscoe, Whitford, Egginton, & Esselman, 1989; Wolters & Daugherty, 2007). These factors have not been examined in regards to bullying prevention.

**Teacher efficacy and bullying.** Previous studies of teacher efficacy beliefs in relation to bullying used teacher efficacy for classroom management scales (Byers et al., 2011; Yoon, 2004). The results of these studies are mixed. Some research found a strong correlation between teacher efficacy beliefs and the likelihood of intervention in bullying situations (Yoon, 2004). Others have found only moderate correlations when bullying was overt (i.e., physical or verbal; Byers et al., 2011). Yoon (2004) found that teachers' reported likelihood of intervening was not related to their involvement in bullying intervention. This variance between results speaks to the infancy of this type of research, suggesting future research needs to be conducted. Overall, teachers reported relatively high efficacy beliefs concerning classroom management, which was related to their bullying prevention initiative training. However, perhaps training programs need to have a stronger focus on covert bullying as well as overt bullying (Byers et al., 2011).

There are some potential problems with using the classroom management efficacy subscale to measure teachers' sense of efficacy in bullying intervention. The focus of the existing research and the classroom management subscale has been on teachers controlling disruptive children in the classroom. This measure is somewhat broad as the questions refer to a student being loud, and not necessarily aggressive, or bullying another student.

### **Self-Concept**

Self-concept is defined as the evaluation of one's self (Stake, 1994). Self-concept refers to how one views oneself as a person. Whether a person believes he or she is a

moral, likeable, powerful, or vulnerable person, for example, contributes to their self-concept. People with a poor self-concept, may underestimate their abilities, and may be unable to fully understand themselves and others. Those with high self-concept understand themselves, and their abilities (Verma & Deepti, 2011).

Unfortunately, the majority of the research that explores self-concept in relation to bullying has focused on the self-concept that bullies and victims hold of themselves (e.g., Jenkins & Kilpatrick Demaray, 2012; Kaukiainen et al., 2002; O'Moore & Kirkham, 2001; Turner, Finkelhor, & Ormrod, 2010).

### **Theory of Mind**

The ability to understand one's own thoughts, emotions, and beliefs as well as other individuals' thoughts, emotions, and beliefs has been labelled as theory of mind (Bryant et al., 2013). Theory of mind is a higher order cognitive ability that contributes to one's social intelligence, in turn playing a key role in one's social life (Bryant et al., 2013). The research findings regarding gender-related differences are quite mixed. It appears that women tend to have a slightly stronger theory of mind compared to males, as they are more able to make correct attributions for facial expressions (e.g., The Mind in the Eyes Test; Baron-Cohen, Wheelwright, Hill, Raste, & Plumb, 2001; Ibanez et al., 2013). Some research suggests the opposite, that is that males may possess a greater ability when it comes to theory of mind, but this research is quite limited (e.g., Russell, Tchanturia, Rahman, & Schmidt, 2007).

Previous research regarding theory of mind and bullying has focused on the theory of mind of bullies and victims (Caravita et al., 2010; Renouf et al., 2010; Shakoor et al., 2012; Sutton et al., 2001). The current research sought to explore teachers' theory

of mind and to determine whether teachers' theory of mind is related to teachers' intention to intervene.

### **Summary**

The current chapter provided a literature review of the extant research on bullying, teachers' beliefs about bullying, bullying prevention initiatives, and teachers' self-beliefs. Bullying is a complex and dynamic phenomenon which individuals participate in to obtain various goals. Teachers' beliefs about bullying and their confidence to address bullying vary between bullying types. Teachers are often more confident to intervene in overt bullying situations and rate overt bullying as more serious than covert bullying. However, there is speculation that this may be due to teachers being unsure of themselves as covert bullying is not as easily identifiable.

Teachers' self-beliefs may influence and be influenced by their beliefs about bullying. Specifically, teachers' efficacy beliefs may be influenced by their bullying beliefs or knowledge. Although it has not thoroughly been studied, teachers' beliefs about themselves and their abilities such as self-efficacy and theory of mind may influence their sense of efficacy and their bullying beliefs. Teachers who have a strong sense of self-concept and higher theory of mind ability may feel more confident about their ability to address bullying and be more in tune with the effects of bullying.

Chapter Three will outline the methodology and procedures for the current study. The research design, methodological assumptions, and participant selection will be discussed.

### **CHAPTER THREE: METHODOLOGY AND PROCEDURES**

The present study explored teachers' beliefs and attitudes towards bullying and bullying prevention initiatives. Participants were asked not only about their beliefs, but also their feelings about implementing bullying prevention initiatives, and the training they received. Teachers' beliefs about the severity of bullying are explored in relation to the teachers' efficacy beliefs about intervening in a bullying situation. Additionally, teachers' efficacy beliefs regarding bullying intervention situations are explored based on the type of bullying. The present study explored teachers' self-concept and theory of mind in relation to their beliefs about bullying, beliefs about bullying prevention initiatives, and their intentions to intervene. Finally, teachers' recommendations for teachers' bullying prevention training programs and in school bullying prevention initiatives are explored.

This study used a cross-sectional survey methodology to explore teachers' beliefs regarding bullying and bullying prevention initiatives within the schools. Teachers' perceptions of the school climate created by all members of the school community were also explored, and teachers' personal beliefs about their own self-concept, theory of mind, and self-efficacy were measured to explore possible relations. The current study sought to add to the current research about what teachers believe their role is in implementing bullying prevention initiatives, as well as provide insight into how to enhance bullying prevention initiatives effectiveness and training programs.

#### **Research Design**

The study uses cross-sectional survey research methodology, which allows for hypothesis testing as well as collecting information about teachers' beliefs and opinions

regarding bullying and bullying prevention initiatives (Gay, Mills, & Airasian, 2009).

The online survey included questions about basic demographic information including the teacher's age, sex, level of education, grade level taught, and years of experience. The study used established measures for self-concept (Stake, 1994) and theory of mind (Baron-Cohen et al., 2001). A measure for self-efficacy was developed and used, based on previous research regarding general classroom management self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001), and self-efficacy related to bullying intervention and bullying prevention initiative beliefs (Ahtola et al., 2012; Boulton et al., 2014; Yoon & Kerber, 2003). These measures are close-ended, or based on a Likert scale.

Open-ended questions regarding teachers' experiences with bullying prevention initiatives and suggestions for bullying prevention training were analyzed using qualitative grounded thematic analysis (Braun & Clarke, 2006; Freeman, 1998). Responses were coded for themes, compared, and contrasted to explore emerging themes (Braun & Clarke, 2006; Freeman, 1998). Grounded thematic analysis was utilized to further explore teacher experiences and beliefs about their role in bullying prevention initiatives.

Previous research regarding elementary school teachers' beliefs and attitudes has relied on survey research (e.g., Brouwers & Tomic, 2000; Caprara, Barbaranelli, Steca, & Malone, 2006; Tschannen-Moran & Woolfolk Hoy, 2001). While the survey format allows for a larger sample of participants to share their beliefs and attitudes about bullying and bullying prevention initiatives, there are some potential drawbacks with this type of research versus in-person observation. Participants may answer questions to present themselves in the best light possible or in a socially desirable manner.

### **Methodological Assumptions**

The nature of this study places certain limitations on how the results can be interpreted.

First, the research was not designed to determine cause and effect. The goal was to explore teachers' beliefs and experiences with bullying prevention initiatives; the research is exploratory.

Second, 90.2% of the teachers surveyed teach in Ontario; the extent to which results can be generalized for teachers across Canada is limited. The research design could, however, be used as a template to further explore teachers' beliefs and experiences in other areas, and on a larger scale.

Third, survey research regarding beliefs and self-concept is inherently at risk for threats to internal and external validity (McMillan & Schumacher, 1997). Relying on survey responses alone for data analyses limits the external validity of the research findings. Self-report surveys are subject to social desirability biases, as participants may want to present themselves in the best light possible, or answer in a manner the participant believes the researcher would like them to. While this is a threat, the value of exploring teachers' beliefs and experiences outweigh the risks. Additionally, participants were asked to be as honest as possible, and were clearly informed that their responses were anonymous. Ideally, the study would involve observations of teachers interacting with students, and possibly intervening in bullying situations. However, due to a lack of both time and human resources, observations could not be conducted for this study.

### **Reliability and Validity of the Measures**

Participants were asked to fill out a questionnaire compiled of the bullying beliefs

vignettes (Boulton et al., 2014; Yoon & Kerber, 2003), Reading the Mind in the Eyes Test Revised (Baron-Cohen et al., 2001), the classroom management subscale of the teacher self-efficacy scale (Tschannen-Moran & Woolfolk Hoy, 2001), and the Six-Factor Self-Concept Scale (Stake, 1994). The above measures are established and frequently used to measure adult or teacher beliefs (e.g., Baron-Cohen et al., 2001; Hoy & Sperro, 2005; Stake, Huff, & Zand, 1995; Yanico & Lu, 2000). As such, the construct validity has been established, and the measures deemed reliable.

The Teacher Bullying Prevention Efficacy Scale (TBPE) was created and adapted from the Teacher Self-Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) and Ahtola et al.'s (2012) competence scale. This measure was tested for internal consistency and correlated with existing measures to determine whether they were measuring the same or similar construct. A principal factor analysis was also conducted to determine whether the TBPE measures a different construct than the TSES.

Questions about teacher beliefs regarding bullying prevention initiatives are based on the research conducted by Ahtola and colleagues (2012). Questions were revised and expanded to better capture teachers' beliefs and experiences with bullying prevention initiatives. These questions were reviewed and revised prior to data collection to ensure construct validity.

### **Site and Participant Selection**

Participants were recruited from school boards in Southwestern Ontario, online discussion forums (e.g., Facebook groups, Reddit), and Brock University's Faculty of Education. Upon receiving clearance from Brock University's Research Ethics Board (REB), applications were submitted to four school boards, both public and Catholic.

Three of these school boards agreed to participate in the current study. Upon receiving approval from school boards to conduct research within their schools, principals were sent letters of invitation for the teachers in their schools to participate in the study.

Allowing both public and Catholic school boards to participate provided a greater sample size, and allowed for possible analyses between the two. Additionally, this allowed for greater generalizability to both types of school structures. Focusing on collecting data within a restricted area limits the overall generalizability of the results, as factors (e.g., socioeconomic status, government legislation, and school policies) may be unique to this area or province. One goal of the current study was to spark further research in the area of teacher attitudes and beliefs about bullying prevention initiatives in other areas of the country, and possibly internationally.

Since the nature of this research was to explore teachers' beliefs and attitudes about bullying and bullying prevention initiatives, there were few restrictions on participation. The goal of the current research was to survey teachers of varied ages, sex, and levels of experience. Convenience sampling was used, in order to increase participation. Although the goal was to have approximately equal numbers of participants in each division (i.e., primary, junior, and intermediate;  $n = 50$ ,  $N = 150$ ) to allow for possible comparisons, the invitation was left open to allow for maximum participation. The findings were analyzed by division because research suggests that instances and types of bullying tend vary with age (Griezel et al., 2012; Smith et al., 2010).

To allow for the largest sample size possible, participant selection was not stratified by sex; statistically there are fewer male teachers in Canada (32% of all individuals in educational services are male; Statistics Canada, 2013). However, analyses



were conducted to examine possible sex effects. Tests of homogeneity were conducted between sexes to ensure reliable statistical comparisons.

### **Data Collection**

Upon receiving clearance from the REB, and approval from the school board to conduct research within their schools, principals were sent a letter of invitation for their schools to participate. Principals who agreed to allow their schools to participate were then sent a letter of invitation to be given to teachers. The letter of invitation included a link to the online survey for teachers who decided to participate. Informed consent was established on the first screen of the survey; by continuing with the survey participants gave their consent to participate in the study.

The survey was comprised of questions to measure teachers beliefs about bullying and bullying prevention initiatives (Ahtola et al., 2012; Boulton et al., 2014; Yoon, 2004; Yoon & Kerber, 2003), their efficacy beliefs about their ability to intervene (Boulton et al., 2014; Yoon, 2004; Yoon & Kerber, 2003), their self-concept (Stake, 1994), and their theory of mind (Baron-Cohen et al., 2001). For the complete survey, please see Appendix A.

Response rates could not be calculated due to the nature of the data collection (i.e., online and through principals). Principals were not asked for the number of teachers per school, and the principals may have shared the invitation without the researcher's knowledge. One hundred and seventy-one participants viewed the informed consent form and agreed to be in the study. However, many did not even complete the first page, and only 61 completed the survey. Participants were given the opportunity to withdraw by closing the online survey window; if they did so, information that they had entered was not saved or used in the study. Due to participants being able to withdraw this

information by simply closing the window, I was unable to keep the data from unfinished surveys. This unfortunately meant that demographic comparisons could not be made between those who completed the survey and those who did not.

### **Teacher Attitudes Towards Bullying and Bullying Prevention Initiatives**

Yoon and Kerber's (2003) bullying vignettes were used to measure teacher attitudes regarding different types of bullying (i.e., physical, relational, and verbal). Vignettes depicting cyberbullying scenarios were added to the list of vignettes to provide a better understanding of the prevalent bullying types within the school (Boulton et al., 2014). The vignettes were followed by four Likert scale questions about the seriousness of the situation (Cronbach's alpha reported at 0.65), how upset they would be with the perpetrator (i.e., Empathy;  $\alpha = 0.78$ ), how likely they would be to intervene in the situation ( $\alpha = .62$ ; Yoon & Kerber, 2003), and how confident they would be to intervene (Boulton et al., 2014; Appendix A).

Teachers' beliefs about bullying prevention initiatives were explored using Ahtola et al.'s (2012) measures for *teacher confidence in program effectiveness* ( $\alpha = .83$ ) and *teacher understanding of bullying as a malleable phenomenon* ( $\alpha = .72$ ), which are rated on a 5-point Likert scale (Appendix A). Participants were asked how much they believe programs will reduce bullying and enhance victims' lives, and how much teachers can do to influence bullying within the school, if anything. Questions specifically relating to cyberbullying were added based on the same format, to explore teachers' perceptions of cyberbullying. While this measure is quite new, it has been used to measure the perceptions of teachers (Ahtola et al., 2012) and early childhood educators (Goryl, Neilsen-Hewett, & Sweller, 2013). Findings suggest that having a program in place and

higher levels of education were related to teachers viewing bullying as a malleable phenomenon, and a situation that they could address appropriately (Ahtola et al., 2012; Goryl et al., 2013).

### **Perceptions of School Climate**

This study also explored how teachers perceive the school climate that is created by the school community (i.e., other teachers, school administrators, and students). Participants were asked about the support they received from the school board when implementing bullying prevention initiatives, and the climate as created by the school administrators, teachers, and the student population. Answers were rated on a 5-point Likert scale measuring how much they agreed with the statement (Appendix A)

These questions were created to address the support beliefs that teachers had within their school. As indicated above in the discussion of the whole school approach to bullying prevention initiatives and the concept of self-efficacy, the level of support a teacher feels is integral to their confidence in their abilities as well as the effectiveness of an bullying prevention initiative.

While surveys regarding school climate have been used before (e.g., Waasdorp, Pas, O'Brennan, & Bradshaw, 2011), they focus on the sense of safety within the school or on students' perceptions of the school climate (e.g., Bradshaw, Sawyer, & O'Brennan, 2009). This type of school climate measure does not adequately capture the sense of support a teacher feels within the school to effectively implement a bullying prevention initiative. To ensure the validity of the measures, questions were reviewed with the committee, as well as teachers within the field to ensure the construct of support from stakeholders within the school was captured.

## Teacher Efficacy

Based on the research from Byers et al. (2011) and Yoon (2004), teacher efficacy was measured using the classroom management subscale of the Teacher Self-Efficacy Scale (TSES,  $\alpha = .86$ ; Tschannen-Moran & Woolfolk Hoy, 2001; Appendix A). For example, participants were asked, “How much can you do to control disruptive behaviour in the classroom?” (Tschannen-Moran & Woolfolk Hoy, 2001). Although Byers et al. and Yoon used the subscale after each vignette depicting a different type of bullying, this format was not used. The original subscale does not adequately capture the construct of bullying intervention, or the differences between a teacher’s sense of efficacy between the various types of bullying. The questions were adapted to capture teachers’ sense of efficacy as it relates to bullying specifically. For example, participants were asked, “How much can you do to prevent bullying amongst students?” and “How much can you do to prevent cyberbullying amongst students?” (Woods, 2013).

Classroom management efficacy and bullying intervention questions were rated on a 9-point Likert scale. Internal consistency was tested with the new questions (Cronbach’s  $\alpha = 0.867$ ), and correlations were explored with the classroom management efficacy scale ( $r = .294$ ,  $p = .021$ ) and Ahtola et al.’s (2012) competence scale ( $r = .508$ ,  $p < .001$ ) in order to ensure validity of the scale.

In addition, teacher efficacy measures created by Ahtola et al. (2012) were also used. These questions related specifically to the teachers’ skills of intervening in a bullying situation. The focus of this measure is the level of competence teachers feel to tackle bullying ( $\alpha = .64$ ) (Ahtola et al., 2012). Examples of the questions include: “How much do you know about bullying?” and “How good, in your opinion, are your skills to

reduce school bullying?” All measures are rated on a 5-point Likert scale from not at all to very much (Ahtola et al., 2012).

### **Teacher Self-Concept**

Teachers were asked to complete the Stake (1994) Six-Factor Self-Concept Scale. Each item was measured on a 7-point Likert scale (1: never or almost never true of me, to 7: almost always true of me). The six factors measured include: (a) power (7 items;  $\alpha = .86$ ); (b) task accomplishment (6 items;  $\alpha = .79$ ); (c) giftedness (5 items;  $\alpha = .79$ ); (d) vulnerability (6 items;  $\alpha = .76$ ); (e) likeability (6 items;  $\alpha = .86$ ); and (f) morality (6 items;  $\alpha = .85$ ; Stake, 1994; Yanico & Lu, 2000; Appendix A). Only measures of power, task accomplishment, vulnerability, likability, and morality were used as it was deemed that giftedness was not relevant to the current research.

Items for power measure how much strength and toughness individuals feel they have, and their ability to influence others. Task accomplishment refers to the how individuals view their work habits, and their ability to efficiently complete tasks. The items for vulnerability measure individuals' self-criticalness, and the difficulty they experience performing under pressure. Likeability refers to how participants view themselves as pleasant and enjoyable. Finally, morality refers to how individuals view themselves as being good and virtuous (Stake, 1994; Yanico & Lu, 2000).

The Six-Factor Self-Concept measure has been used for many populations, including teachers (Aziz, Atta, & Hassan Mian, 2011), and ethnic minority women (Yanico & Lu, 2000). The use of the Six-Factor Self-Concept scale by varied populations demonstrates the reliability of the Six-Factor Self-Concept measure to be used with diverse and varied populations. Aziz et al. (2011) found that teachers with different

educational backgrounds (e.g., Bachelor of Education versus a Bachelor of Science in Education) had differing strengths within their self-concept. Teachers with a Bachelor of Education reported higher levels of likeability, whereas teachers with a Bachelor of Science reported higher levels of giftedness beliefs (Aziz et al., 2011).

### **Teachers' Theory of Mind**

To explore teachers' theory of mind, Baron-Cohen et al.'s (2001) The Reading the Mind in the Eyes Test (RMET)–Revised was used. This measure explores teachers' ability to interpret emotion through looking at the eyes of others. Participants were presented with 36 photographs of eyes, each depicting a different emotion. For each photograph, participants were presented with a selection of emotions to choose from to match to the emotion depicted in the eyes (Appendix A).

To date, the RMET does not appear to have been used to measure teachers' theory of mind. However, it has been used to measure neurotypical and neuroatypical adults' theory of mind (e.g., Adams et al., 2010; Baron-Cohen et al., 2001; Fertuck et al., 2009). The RMET has also been used to discriminate theory of mind cross-culturally, which suggests that adults exhibit higher theory of mind when distinguishing between the emotions of people from their own culture, as compared to those from another culture (Adams et al., 2010). Developmentally, the RMET has been used to show that the ability to determine thoughts and emotions through the eyes alone develops before early adolescence (Moor et al., 2012).

The RMET has been designed as to allow participants to choose from four possible emotions expressed in the photos. Including four possible answers for each question allows the probability of guessing the correct response to be set at  $p = .25$ . Thus, an individual

scoring more than 13 out of 36 would score significantly above chance (Baron-Cohen et al., 2001). Additionally, the test has been designed to evaluate complex emotions (e.g., sympathetic, preoccupied, jealous, or worried) rather than simple emotions (e.g., happy, sad, or angry), to better capture the concept of theory of mind, which focuses on a deeper understanding and attribution of emotions within a person (Baron-Cohen et al., 2001). To avoid a potential gender bias, there is an equal representation of both male and female faces throughout the test (Baron-Cohen et al., 2001).

The Six-Factor Self-Concept Scale and the RMET provides a deeper insight into teachers' beliefs about bullying and bullying prevention initiatives. It also provides insight into how the teachers' beliefs about themselves and their abilities may relate to their beliefs and intentions to intervene in a bullying situation.

### **Data Analysis**

Quantitative data obtained from teachers were analyzed using descriptive and inferential statistics. The descriptive statistics explored the means, standard deviations, frequencies, and ranges of the main variables. This section discusses the specific analyses for each of the research questions.

Prior to conducting any analyses, the data were cleaned and variables assessed for suitability of proposed analyses. In cleaning the data, missing values were assessed. No more than 5% of data were missing, and it passed the Little's Missing Completely at Random test ( $\chi^2 = 658.458$ ,  $p = .338$ ; Tabachnick & Fidell, 2013).

According to the central limit theorem, samples larger than 30 are assumed to reflect a normal distribution of the population (Howell, 2013). The current study has a sample size of 61, and while normality is assumed, it was assessed by using residual plots

for the regressions to ensure the suitability of parametric testing. It was noted that the individual ratings of the seriousness, confidence to intervene, likelihood of intervention, and elicited empathy of bullying by bullying subtype was severely negatively skewed and non-normal (Kolmogorov-Smirnov test  $p < .001$ ). The cyber, relational, verbal, and physical seriousness scores were combined to get overall seriousness, confidence to intervene, likelihood of intervention, and elicited empathy scores (Cronbach's  $\alpha = .717$ ; Cronbach's  $\alpha = .869$ ; Cronbach's  $\alpha = .721$ ; Cronbach's  $\alpha = .814$ , respectively; Kolmogorov-Smirnov test  $p > .001$ ). Factor analyses for seriousness, confidence to intervene, likelihood of intervention, and elicited empathy scores can be found in Table 1. Once computed, teachers' beliefs about the seriousness of bullying was used to predict TBPE to determine whether teachers' efficacy beliefs were influenced by how serious they believed bullying to be. These variables were then used when sensitivity to bully type was not relevant.

### **Teacher Bullying Prevention Efficacy**

The first research question, "What level of Bullying Prevention Efficacy do teachers have?" was answered using the mean and standard deviation of the Teacher Bullying Prevention Efficacy Scale. To determine whether TBPE varied by division taught, teacher sex, or whether the teacher had previous bullying prevention training three analysis of variance tests were conducted. Specifically, the independent variables (i.e., sex of teacher, division level, and previous training) were used to examine differences amongst the teachers' efficacy beliefs (dependent variable). Division taught was coded as 1 for Primary, 2 for Junior, and 3 for intermediate.



Table 1

*Factor Loadings of Teacher Beliefs About the Seriousness, Empathy Elicited, Confidence to Intervene, and Likelihood of Intervention*

	Factor			
	1	2	3	4
Relational seriousness	.849			
Verbal seriousness	.778			
Cyber seriousness	.730			
Physical seriousness	.581			
Relational empathy		.851		
Verbal empathy		.875		
Cyber empathy		.685		
Physical empathy		.806		
Relational confidence			.901	
Verbal confidence			.786	
Cyber confidence			.794	
Physical confidence			.518	
Relational intervention				.861
Verbal intervention				.896
Cyber intervention				.856
Physical intervention				.812

When answering the next part of the question, “How does teacher confidence to intervene vary by type of bullying?” it must be noted that the distributions for the Confidence to Intervene scales were severely negatively skewed. Transformations were attempted to rectify the skew, but no normative process worked (e.g., square root, log10, inverse; Tabachnick & Fidell, 2013). Therefore, a nonparametric test was conducted to determine whether teachers’ confidence to intervene varied between bullying types. A Friedman Test of Differences was conducted followed up by post-hoc Wilcoxon Signed-Rank Tests to determine where the differences were between bullying types (Physical, Relational, Verbal, Cyber).

To assess how TBPE varied by the climate created by school administrators, teachers, and students, a multiple regression was used, as all variables were on an interval scale. School climate by administrators, teachers, and students were used to predict TBPE. The goal of this analysis was to determine whether the school climate might help or hinder teachers’ efficacy beliefs. Additionally, the data were analysed to determine which stakeholder’s influence on climate might have the greatest impact on TBPE. This information may help to inform a whole school bullying prevention program.

### **Bullying Seriousness**

The second questions regarding how teachers rate the seriousness of bullying and its influence on the TBPE was assessed using a linear regression.

To explore whether seriousness beliefs varied by having previous bullying prevention training or whether the school had an existing bullying prevention program, a 2x2 ANOVA was conducted. This analysis sheds light on whether having training or an existing program within the school influences how serious teachers believe bullying to

be. This in turn may help to elucidate the importance of bullying prevention programs and training.

### **Bullying Prevention Program Efficacy**

To explore the influence that teachers' beliefs about bullying have on their beliefs about the effectiveness of a bullying prevention program, a multiple regression was conducted. Beliefs about bullying include beliefs about the seriousness of bullying, teachers' empathetic response to bullying, and their beliefs about the malleability of bullying. The contribution of each bullying belief on teachers' beliefs about bullying prevention programs was explored using their respective coefficients. The use of multiple regression allows for an exploration of the influence bullying beliefs may have on the effectiveness of bullying prevention programs, and what factors may be the most influential on these beliefs. Results from these analyses may help researchers understand bullying prevention programs in more depth and provide support for bullying prevention program development.

### **Theory of Mind**

The goal of exploring theory of mind is to determine whether the ability to read the thoughts and emotions of others influences teachers' beliefs about bullying. As theory of mind is the independent variable, separate linear regressions were conducted for each bullying belief (i.e., malleability, seriousness, likelihood of intervention, confidence to intervene, empathy, and TBPE). It was anticipated that theory of mind would account for some of the variance in all bullying beliefs, since having a greater ability to understand the thoughts and emotions of others and the ability to take another individual's perspective could influence how serious one believes bullying to be, the empathy it

elicits, and, perhaps, how malleable one believes bullying to be. These analyses were expected help to illuminate how theory of mind abilities may influence bullying beliefs. With this in mind, one may be able to determine whether bullying prevention training benefits from theory of mind training, since this training may help with teacher understanding of others and perspective taking.

### **Self-Concept**

As with theory of mind, the goal in exploring self-concept and bullying beliefs is to determine whether internal factors influence how teachers view bullying. Six multiple regressions were conducted to determine whether the self-concept factors (i.e., vulnerability, task accomplishment, power, morality, and likability) predict the bullying beliefs (seriousness, empathy, confidence to intervene, likelihood of intervention, TBPE and malleability). Each self-concept coefficient was explored to determine its unique influence on bullying beliefs. As this is a new area of research in regards to teachers, these analyses are exploratory.

### **Recommendations for Training and Bullying Prevention Programs**

Open-ended questions were analyzed using thematic analysis (Braun & Clarke, 2006; Freeman, 1998) to explore themes regarding teachers' beliefs about bullying, and their suggestions for improving bullying prevention initiatives and training. The first step of the analysis was to familiarize myself with the data. Responses were read through once prior to beginning the analysis process. Responses were then read again and sentences were coded using grounded analyses for themes regarding any participants' suggestions, to aid in their training and the effectiveness of a school bullying prevention program. Codes were assigned colours to help identify them (e.g., parent involvement coloured

red). Codes were then input into an Excel spreadsheet where they could be more readily contrasted and grouped into themes. Throughout the coding process, emerging codes and themes were compared and contrasted with each other to explore the facets of the responses, and to ensure that codes were suited to the themes they represented (Braun & Clarke, 2006; Freeman, 1998).

### **Ethical Considerations**

The Brock University REB reviewed the current research prior to data collection. Upon receiving clearance from the REB (14-049) to continue with the research, applications were sent to the school boards to conduct research within their respective schools. Principals of the schools within boards that agreed to be included in the study were invited to participate. Principals who agreed to participate were sent letters of invitation to be distributed to the teachers within the school.

The letter of invitation, along with the informed consent form they received upon signing on to the survey, outlined the purpose of the research, and any potential risks associated with participating in the study. Participants were provided with the Ontario Mental Health Helpline contact information, since participation in the study requires participants to reflect on their experiences that some participants may find stressful. However, it was not expected that this reflection would cause any more distress than teachers would normally experience in their day-to-day activities. Participating teachers were also provided with additional resources regarding bullying prevention strategies.

### **Summary**

Chapter Three reviewed the methodology of the current research. Teachers from Southwestern Ontario and across Canada were asked to complete a survey with both

closed- and open-ended questions, to explore their beliefs and experiences regarding bullying and bullying prevention initiatives, as well as their self-concept and theory of mind. Qualitative responses were coded using grounded thematic analysis, while quantitative responses were analyzed using descriptive and inferential statistics. Although the study's findings has limited generalizability, the study aimed to encourage further research on teacher beliefs regarding bullying prevention initiatives.

## **CHAPTER FOUR: PRESENTATION OF RESULTS**

The current study sought to explore teachers' beliefs about bullying and bullying prevention. Specifically, teachers' beliefs about bullying were explored in relation to their bullying prevention efficacy beliefs, self-concept, and theory of mind. Teachers' recommendations for future teacher bullying prevention training and school bullying prevention programs were also explored. Results are based on a survey design that included both closed- and open-ended questions. Closed-ended questions were explored using quantitative analyses, while open-ended responses were analysed using grounded thematic analysis.

### **Chapter Overview**

The chapter is divided into three main sections. The first explores the demographics of the sample using descriptive statistics. The second section explores the quantitative data used to answer the first five research questions:

1. What level of Bullying Prevention Efficacy (TBPE) do teachers have?
  - a. How does teacher confidence to intervene vary by type of bullying?
  - b. How does TBPE vary by division taught?
  - c. How does TBPE vary by training?
  - d. How does TBPE vary by the climate created by school administrators, teachers, and students?
  - e. How does TBPE vary by sex?
2. How are teachers' beliefs about the seriousness of bullying related to TBPE?
  - a. Do severity beliefs vary by having an existing school bullying prevention program or previous bullying prevention training?

3. How are beliefs about program efficacy related to teachers' beliefs about the seriousness of bullying, empathy beliefs, confidence to intervene, likelihood of intervention, and malleability beliefs?
4. How is theory of mind related to teachers' beliefs about bullying (seriousness, empathy, likelihood of intervention, confidence to intervene, and TBPE)?
5. How is teachers' self-concept (likability, task accomplishment, morality, power, and vulnerability) related to their beliefs about bullying (malleability, seriousness, empathy, likelihood of intervention, confidence to intervene, and TBPE)?

The fourth section summarizes the results from the grounded thematic analysis performed on the teachers' recommendations for future teacher bullying prevention/intervention training and their recommendations for school bullying prevention programs. A final section provides a summary of the study's findings.

### **Teacher Demographics**

Participants in the current study were teachers ( $n = 61$ ;  $n = 51$  women;  $n = 10$  men) from across Canada. Participants were predominantly from Ontario (90.2%), with some participants from Alberta (1.6%), Quebec (1.6%), and Prince Edward Island (1.6%). Participants had a mean average age of 36.92 years of age ( $SD = 8.86$ , Range 22-54). Participants came from a variety of educational backgrounds, 16.4% ( $n = 10$ ) held a bachelor degree, 4.9% ( $n = 3$ ) held a teacher instructor certificate, 60.7% ( $n = 37$ ) held a bachelor of education, 16.4% ( $n = 10$ ) held a master's degree, and 1.6% ( $n = 1$ ) held a PhD. All elementary division levels were represented with 36.1% ( $n = 22$ ) of participants teaching primary, 27.9% ( $n = 17$ ) teaching junior, and 29.5% ( $n = 18$ ) teaching



intermediate grades ( $n = 4$  missing). Participants' teaching experience ranged from zero years of teaching (pre-service) to 28 years of experience ( $M = 10.50$ ,  $SD = 7.35$ ).

In order to assess teachers' previous experience with bullying prevention programs, they were asked whether their school had an existing bullying prevention program, and whether they had previously received any form of bullying prevention training. Twenty-eight percent ( $n = 17$ ) of teachers reported their school did not have a bullying prevention program in place, while 54% ( $n = 33$ ) of teachers reported that their school did have a bullying prevention program in place (18% missing,  $n = 11$ ).

Programs included restorative justice, Roots of Empathy, Stand Up Committee, Safe Schools, TRIBES, Pink Shirt day, and/or support from a child and youth worker.

Sixty-seven percent ( $n = 41$ ) of teachers reported that they had not previously received any form of bullying prevention training, while 33% ( $n = 20$ ) reported they had received some form of bullying prevention training. Participants who had previous training received it through self-initiative or through the board. Training was primarily through workshops, professional development, and other resources.

### **Quantitative Analyses**

This section will report the results of the inferential analyses conducted to answer the research questions regarding teacher beliefs about bullying and bullying prevention. To begin the results, I will discuss the Principal Component Factor Analysis for the Teacher Bullying Prevention Efficacy Scale, as many of the main analyses rely on this measure. This will be followed by a detailed summary of the analyses conducted to answer each of the research questions individually.

## Factor Analysis

To assess the research questions, first it must be determined whether the created Teacher Bullying Prevention Efficacy (TBPE) Scale is reliable and valid. To assess the TBPE, a Factor Analysis was run between the Teacher Self Efficacy Scale–Classroom Management Subscale (TSES-CM; Tschannen-Moran & Woolfolk Hoy, 2001). This measure was chosen as it has been previously used to measure teachers' efficacy as it relates to bullying (Byers et al., 2011). As outlined in Chapter Two, I argue that this measure does not adequately capture the nuances of bullying. As can be seen in Table 2, the factor analysis resulted in two distinct factors.

Questions were rated on a 9-point Likert scale, based on the same rating scale as the TSES. The factor analysis revealed two separate factors, which aligned with the existing TSES and the new TBPE. While the two factors are weakly correlated ( $r = .294, p = .021$ ), they are distinct. The correlation is to be expected as bullying is related to classroom management, which is why it had been used previously in the research. The Cronbach's alpha for the TBPE was .867.

I will now move on to the research questions and provide the results from the parametric and non-parametric analyses, followed by the qualitative thematic analysis. It should be noted that due to the sample size of  $n = 61$ , results should be interpreted with caution as this sample may not be representative of the overall population of teachers ( $N = 73,674.33$  elementary teachers in Ontario alone; Ontario Ministry of Education, 2014). However, the purpose of the current research is exploratory and aims to inform future research.

Table 2

*Factor Analysis of the TBPE and TSES-CM (Tschannen-Moran & Woolfolk Hoy, 2001)*

	Factor	
	1	2
TBPE 1: How much can you do to help students value antibullying initiatives?	.857	
TBPE 2: To what extent can you use a variety of strategies to address bullying behaviour?	.804	
TBPE 3: How well can you implement alternative strategies in your classroom to address bullying?	.760	
TBPE 4: How much can you do to assist families in helping their children address bullying?	.749	
TBPE 5: How much can you do to get students to stand up for one another?	.743	
TBPE 6: To what extent can you assist the victim in a bullying situation?	.720	
TBPE 7: How much can you do to get students to show respect for one another?	.628	
TSES 1: How much can you do to control disruptive behaviour in the classroom?		.909
TSES 2: How much can you do to get children to follow classroom rules?		.902
TSES 3: How much can you do to calm a student who is disruptive or noisy?		.872
TSES 4: How well can you establish a classroom management system with each group of children?		.801

### **Teacher Bullying Prevention Efficacy**

The mean level of TBPE was 45.48 ( $SD = 7.64$ ) out of a possible 64, which is just below the top 25% of possible scores, suggesting it is fairly high. As with the TSES, this is to be expected from an elementary level (Betoret, 2009; Coladarci, 1992; Klassen & Chui, 2010; Ruscoe et al., 1989; Wolters & Daugherty, 2007).

**Teacher confidence to intervene by bully type.** Teacher confidence by bullying type (physical, relational, verbal, and cyber) was assessed by asking, “How confident are you to intervene in this situation” after a hypothetical vignette depicting a bullying situation. Due to the distributions of the responses for each bullying type not being normally distributed (severe negative skew), parametric tests could not be used. A Friedman Test of Differences among Repeated Measures was performed, as it does not require normal distributions. The Friedman Test resulted in a  $\chi^2 = 62.39$ ,  $p < .001$ . Due to there being a significant difference between bully types, a post hoc Wilcoxon Signed-Rank Test was performed to determine which forms of bullying were significantly different from one another. Teachers’ Confidence to Intervene in Physical Bullying ( $M = 4.52$ ,  $SD = .60$ ) was significantly different from their Confidence to Intervene in Verbal Bullying Situations ( $M = 4.31$ ,  $SD = .65$ ) and Relational Bullying ( $M = 4.10$ ,  $SD = .77$ ;  $z = -3.017$ ,  $p = .003$ ;  $z = -4.454$ ,  $p < .001$ , respectively). Confidence to Intervene in Cyberbullying ( $M = 3.70$ ,  $SD = .92$ ) was significantly different from their Confidence to Intervene in Verbal Bullying Situations, Relational Bullying, and Physical Bullying ( $z = -5.306$ ,  $p < .001$ ;  $z = -4.041$ ,  $p < .001$ ;  $z = -5.471$ ,  $p < .001$ , respectively). Teachers’ Confidence to Intervene in Relational Bullying was significantly different from their Confidence to Intervene in Verbal Bullying situations ( $z = -2.72$ ,  $p = .007$ ).

**TBPE by division taught.** An analysis of variance (ANOVA) was conducted to determine whether division taught influenced teachers bullying prevention efficacy beliefs. All variables were normally distributed (Kolmogorov-Smirnov test  $p > .001$ ) and therefore suitable for an ANOVA. Results were non-significant,  $F(2, 54) = .646$ ,  $p = .548$ , partial eta squared = .023. Contrary to the hypothesis, that as with bullying beliefs, bullying prevention efficacy would vary by age, there does not appear to be a difference between primary (Kindergarten–grade 3;  $M = 44.23$ ,  $SD = 8.42$ ), Junior (grade 4–6;  $M = 47.12$ ,  $SD = 5.86$ ), and intermediate (grade 7–8;  $M = 45.28$ ,  $SD = 8.84$ ).

**TBPE by previous training.** An ANOVA was conducted to determine whether TBPE was influenced by whether teachers had previously received bullying prevention training. Results were non-significant,  $F(1, 59) = 2.590$ ,  $p = .113$ , eta squared = .042. Again, this was contrary to the hypothesis that teachers who had received bullying prevention training ( $M = 47.70$ ,  $SD = 7.99$ ) would have higher TBPE than those who did not receive bullying prevention training ( $M = 44.39$ ,  $SD = 7.31$ ).

**TBPE by school climate.** To explore whether the climate that school administrators, teachers, and students created influenced teachers' TBPE, a Multiple Regression was conducted. The overall model of TBPE predicted by administrator climate ( $M = 3.75$ ,  $SD = .78$ ), teacher climate ( $M = 3.93$ ,  $SD = .73$ ), and student climate ( $M = 3.46$ ,  $SD = .72$ ) was significant  $R^2 = .201$ ,  $F(3, 57) = 4.77$ ,  $p = .005$ . When holding all other variables constant, administrative support and climate was a significant predictor of TBPE,  $b = 3.138$ ,  $\beta = .320$ ,  $t = 2.212$ ,  $p = .031$ . When holding all other variables constant, Teacher climate was not a significant predictor of TBPE,  $b = .88$ ,  $\beta = .085$ ,  $t =$

.638,  $p = .526$ . When holding all other variables constant, Student climate was not a significant predictor of TBPE,  $b = 1.487$ ,  $\beta = .139$ ,  $t = 1.037$ ,  $p = .304$ .

**TBPE by sex.** A one-way ANOVA was conducted to determine whether sex had an effect on TBPE. Results were non-significant,  $F(1, 69) = .192$ ,  $p = .663$ , partial eta squared = .003. While Levene's test of homogeneity of Variance was not significant ( $F(1, 59) = .193$ ,  $p = .662$ ), there were only 10 men who completed the survey out of 61 participants. Men ( $M = 44.50$ ,  $SD = 8.89$ ) and women ( $M = 45.67$ ,  $SD = 7.46$ ) did not score differently on the TBPE.

### **Teachers' Beliefs About the Seriousness of Bullying**

To explore the influence of teachers' beliefs about the seriousness of bullying on TBPE, a multiple regression was conducted. To further explore how teachers' beliefs about the seriousness of bullying was influenced by having an existing school program in place or having previously received bullying prevention training, a 2x2 ANOVA was conducted.

**Seriousness of bullying beliefs and TBPE.** A regression was conducted to determine whether teachers' beliefs about bullying seriousness influenced TBPE. Seriousness was measured by asking teachers how serious teachers felt each type of bullying was (e.g., physical,  $M = 4.788$ ,  $SD = .417$ ; relational,  $M = 3.79$ ,  $SD = .872$ ; verbal,  $M = 4.432$ ,  $SD = .553$ ; and cyber,  $M = 4.398$ ,  $SD = .668$ ). By assessing the residual plot from the regression, the variables appear to meet the assumptions of normality required for the regression. The distribution is without shape, and randomly dispersed (Tabachnick & Fidell, 2013). The overall regression model showed that seriousness was almost a significant predictor of TBPE,  $R^2 = .150$ ,  $F(1, 59) = 2.376$ ,  $p =$

.063. When holding all other variables constant, seriousness of physical bullying was not a significant predictor of TBPE,  $b = 1.516$ ,  $\beta = .082$ ,  $t = .556$ ,  $p = .581$ . When holding all other variables constant, seriousness of cyberbullying was not a significant predictor of TBPE,  $b = .579$ ,  $\beta = .050$ ,  $t = .327$ ,  $p = .745$ . When holding all other variables constant, seriousness of verbal bullying was not a significant predictor of TBPE,  $b = 4.451$ ,  $\beta = .318$ ,  $t = 1.968$ ,  $p = .054$ . When holding all other variables constant, seriousness of relational bullying was not a significant predictor of TBPE,  $b = .191$ ,  $\beta = .022$ ,  $t = .125$ ,  $p = .901$ .

**Seriousness beliefs by bullying prevention training or school program.** A 2x2 ANOVA was conducted to determine whether having previous bullying prevention training (yes;  $M = 4.21$ ,  $SD = .50$ , or no;  $M = 4.38$ ,  $SD = .47$ ) and having a school bullying prevention program (yes;  $M = 4.43$ ,  $SD = .36$ , or no;  $M = 4.14$ ,  $SD = .61$ ) influenced teachers' beliefs about the seriousness of bullying. The effect of training and having a bullying prevention program were non-significant,  $F(1, 46) = .458$ ,  $p = .502$ , partial eta squared = .010, and  $F(1, 46) = 2.345$ ,  $p = .133$ , partial eta squared = .049, respectively. The interaction between training and having a bullying prevention program was non-significant,  $F(1, 46) = .547$ ,  $p = .463$ , partial eta squared = .012.

### **Bullying Program Efficacy Beliefs**

A multiple regression was conducted to determine whether teachers' beliefs about bullying (seriousness,  $M = 4.348$ ,  $SD = .472$ ; empathy,  $M = 4.493$ ,  $SD = .443$ ; confidence to intervene,  $M = 4.163$ ,  $SD = .632$ ; likelihood of intervention,  $M = 4.564$ ,  $SD = .443$ ; and malleability,  $M = 3.041$ ,  $SD = .634$ ) influenced their beliefs about program efficacy (whether bullying prevention programs were effective at reducing bullying,  $M = 3.244$ ,

$SD = .889$ ). By assessing the residual plot from the regression, the variables appear to meet the assumptions of normality required for the regression. The distribution is without shape, and randomly dispersed (Tabachnick & Fidell, 2013). The overall model approached significance ( $R^2 = .159$ ,  $F(5, 55) = 2.073$ ,  $p = .083$ ).

To assess the individual predictors, the coefficients were assessed. When holding all other variables constant, Teacher beliefs about bullying seriousness was not a significant predictor of Program Efficacy Beliefs,  $b = .345$ ,  $\beta = .183$ ,  $t = .979$ ,  $p = .332$ . When holding all other variables constant, Empathy beliefs was not a significant predictor of Program Efficacy Beliefs,  $b = -.176$ ,  $\beta = -.088$ ,  $t = -.530$ ,  $p = .599$ . When holding all other variables constant, Teachers' beliefs about their Confidence to Intervene was not a significant predictor of Program Efficacy Beliefs,  $b = .102$ ,  $\beta = .073$ ,  $t = .532$ ,  $p = .597$ . When holding all other variables constant, Teachers' Likelihood of Intervention was not a significant predictor of Program Efficacy Beliefs,  $b = .533$ ,  $\beta = .226$ ,  $t = 1.494$ ,  $p = .141$ . When holding all other variables constant, Teachers' beliefs about the malleability of bullying was not a significant predictor of Program Efficacy Beliefs,  $b = -.021$ ,  $\beta = -.015$ ,  $t = -.118$ ,  $p = .906$ .

### **Theory of Mind**

To assess the influence of theory of mind on teachers' bullying beliefs and bullying prevention efficacy, six regressions were conducted. By assessing the residual plot from the regressions of theory of mind predicting the seriousness of bullying beliefs, the variables appear to be slightly negatively skewed, and therefore interpretations should be made with caution. While the data appear to be randomly dispersed, they are slightly grouped to one side (Tabachnick & Fidell, 2013). Theory of mind ( $M = 26.47$ ,  $SD = 4.74$ )



was not a significant predictor of Bullying Seriousness Beliefs,  $R^2 = .004$ ,  $F(1, 59) = .211$ ,  $b = .006$ ,  $\beta = .060$ ,  $p = .648$ .

By assessing the residual plot from the regressions of theory of mind predicting Empathy scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). Theory of mind was not a significant predictor for teachers' Empathy scores,  $R^2 = .053$ ,  $F(1, 59) = 3.306$ ,  $b = .022$ ,  $\beta = .230$ ,  $p = .074$ ), accounting for 5.3% of the variance in Empathy scores.

By assessing the residual plot from the regressions of theory of mind predicting the likelihood of intervention, the variables appear to be slightly platokurtic, and therefore interpretations should be made with caution (Tabachnick & Fidell, 2013). Theory of mind was not a significant predictor of Likelihood of Intervention ( $M = 4.564$ ,  $SD = .443$ ) scores,  $R^2 = .017$ ,  $F(1, 59) = 1.030$ ,  $b = .012$ ,  $\beta = .131$ ,  $p = .314$ .

By assessing the residual plot from the regressions of theory of mind predicting Confidence to Intervene scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). Theory of mind was not a significant predictor of Confidence to Intervention ( $M = 4.164$ ,  $SD = .632$ ) scores,  $R^2 = .020$ ,  $F(1, 59) = 1.182$ ,  $b = .019$ ,  $\beta = .140$ ,  $p = .281$ .

By assessing the residual plot from the regressions of theory of mind predicting malleability of bullying belief scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). Theory of mind was not a significant predictor of malleability of bullying belief scores,  $R^2 = .016$ ,  $F(1, 59) = .969$ ,  $b = -.017$ ,  $\beta = -.127$ ,  $p = .329$ .

By assessing the residual plot from the regressions of theory of mind predicting TBPE scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). Theory of mind was not a significant predictor of TBPE scores,  $R^2 = .009$ ,  $F(1, 59) = .559$ ,  $b = .156$ ,  $\beta = .097$ ,  $p = .458$ .

### **Self-Concept**

To assess the influence of self-concept (i.e., likability,  $M = 35.525$ ,  $SD = 4.952$ ; morality,  $M = 38.966$ ,  $SD = 3.222$ ; power,  $M = 29.254$ ,  $SD = 6.920$ ; task completion,  $M = 37.814$ ,  $SD = 3.531$ ; and vulnerability,  $M = 20.271$ ,  $SD = 7.097$ ) on teachers' bullying beliefs and TBPE, six multiple regressions were conducted.

By assessing the residual plot from the regressions of self-concept predicting teachers' beliefs about the seriousness of bullying scores, the scores for seriousness are quite high, resulting in the data being grouped on the residual plot. With this in mind, results should be interpreted with caution (Tabachnick & Fidell, 2013). The overall model of teachers' beliefs about the seriousness of bullying scores predicted by self-concept was not significant,  $R^2 = .051$ ,  $F(5, 53) = .567$ ,  $p = .725$ . To assess the individual predictors, the coefficients were assessed. When holding all other variables constant, likability was not a significant predictor of teacher beliefs about bullying seriousness,  $b = -.002$ ,  $\beta = -.016$ ,  $t = -.114$ ,  $p = .910$ . When holding all other variables constant, task accomplishment was not a significant predictor of teacher beliefs about bullying seriousness,  $b = -.029$ ,  $\beta = -.215$ ,  $t = -1.333$ ,  $p = .188$ . When holding all other variables constant, power was not a significant predictor of teacher beliefs about bullying seriousness,  $b = .007$ ,  $\beta = .103$ ,  $t = .701$ ,  $p = .486$ . When holding all other variables

constant, vulnerability was not a significant predictor of teacher beliefs about bullying seriousness,  $b = -.003$ ,  $\beta = -.038$ ,  $t = -.270$ ,  $p = .789$ . When holding all other variables constant, morality was not a significant predictor of teacher beliefs about bullying seriousness,  $b = .028$ ,  $\beta = .188$ ,  $t = 1.289$ ,  $p = .203$ .

By assessing the residual plot from the regressions of self-concept predicting teacher empathy towards bullying scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). The overall model of teacher empathy towards bullying predicted by self-concept was not significant,  $R^2 = .008$ ,  $F(5, 53) = .087$ ,  $p = .994$ . To assess the individual predictors, the coefficients were assessed. When holding all other variables constant, likability was not a significant predictor of teacher empathy towards bullying,  $b = .004$ ,  $\beta = .045$ ,  $t = .307$ ,  $p = .760$ . When holding all other variables constant, task accomplishment was not a significant predictor of teacher empathy towards bullying,  $b = -.012$ ,  $\beta = -.093$ ,  $t = -.567$ ,  $p = .573$ . When holding all other variables constant, power was not a significant predictor of teacher empathy towards bullying,  $b = -.001$ ,  $\beta = -.012$ ,  $t = -.080$ ,  $p = .936$ . When holding all other variables constant, vulnerability was not a significant predictor of teacher empathy towards bullying,  $b = -.001$ ,  $\beta = -.023$ ,  $t = -.160$ ,  $p = .873$ . When holding all other variables constant, morality was not a significant predictor of teacher empathy towards bullying,  $b = .005$ ,  $\beta = .039$ ,  $t = .261$ ,  $p = .795$ .

By assessing the residual plot from the regressions of self-concept predicting teacher confidence to intervene scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). The overall model of teacher confidence to intervene scores predicted by self-

concept was not significant,  $R^2 = .150$ ,  $F(5, 53) = 1.877$ ,  $p = .114$ . To assess the individual predictors, the coefficients were assessed. When holding all other variables constant, likeability was not a significant predictor of teacher confidence to intervene,  $b = -.024$ ,  $\beta = -.190$ ,  $t = -1.400$ ,  $p = .167$ . When holding all other variables constant, task accomplishment was not a significant predictor of teacher confidence to intervene,  $b = .047$ ,  $\beta = .263$ ,  $t = 1.725$ ,  $p = .090$ . When holding all other variables constant, power was not a significant predictor of teacher confidence to intervene,  $b = .013$ ,  $\beta = .144$ ,  $t = 1.035$ ,  $p = .305$ . When holding all other variables constant, vulnerability was not a significant predictor of teacher confidence to intervene,  $b = .001$ ,  $\beta = .009$ ,  $t = .071$ ,  $p = .943$ . When holding all other variables constant, morality was not a significant predictor of teacher confidence to intervene,  $b = .027$ ,  $\beta = .140$ ,  $t = 1.014$ ,  $p = .315$ .

By assessing the residual plot from the regressions of self-concept predicting teachers' likelihood of intervention scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). The overall model of teachers likelihood of intervention scores predicted by self-concept was not significant predictor,  $R^2 = .176$ ,  $F(5, 53) = 2.267$ ,  $p = .061$ . To assess the individual predictors, the coefficients were assessed. When holding all other variables constant, likability was not a significant predictor of teachers' likelihood of intervention,  $b = -.002$ ,  $\beta = -.019$ ,  $t = -.140$ ,  $p = .889$ . When holding all other variables constant, task accomplishment was not a significant predictor of teachers' likelihood of intervention,  $b = -.004$ ,  $\beta = -.034$ ,  $t = -.226$ ,  $p = .882$ . When holding all other variables constant, power was not a significant predictor of teachers' likelihood of intervention,  $b = -.009$ ,  $\beta = -.144$ ,  $t = -1.054$ ,  $p = .297$ . When holding all other variables constant,

vulnerability was not a significant predictor of teachers' likelihood of intervention,  $b = .008$ ,  $\beta = .133$ ,  $t = 1.016$ ,  $p = .314$ . When holding all other variables constant, morality was a significant predictor of teachers' likelihood of intervention,  $b = .055$ ,  $\beta = .395$ ,  $t = 2.911$ ,  $p = .005$ .

By assessing the residual plot from the regressions of self-concept predicting malleability of bullying belief scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). The overall model of malleability of bullying scores predicted by self-concept was not significant,  $R^2 = .022$ ,  $F(5, 53) = .234$ ,  $p = .934$ . To assess the individual predictors, the coefficients were assessed. When holding all other variables constant, likability was not a significant predictor of malleability of bullying,  $b = -.008$ ,  $\beta = -.063$ ,  $t = -.433$ ,  $p = .667$ . When holding all other variables constant, task accomplishment was not a significant predictor of malleability of bullying,  $b = .013$ ,  $\beta = .074$ ,  $t = .452$ ,  $p = .653$ . When holding all other variables constant, power was not a significant predictor of malleability of bullying,  $b = .006$ ,  $\beta = .069$ ,  $t = .460$ ,  $p = .647$ . When holding all other variables constant, vulnerability was not a significant predictor of malleability of bullying,  $b = .006$ ,  $\beta = .062$ ,  $t = .435$ ,  $p = .665$ . When holding all other variables constant, morality was not a significant predictor of malleability of bullying,  $b = .009$ ,  $\beta = .043$ ,  $t = .292$ ,  $p = .772$ .

By assessing the residual plot from the regressions of self-concept predicting TBPE scores, the variables appear to meet the requirements of normality. The data are without shape and are randomly dispersed (Tabachnick & Fidell, 2013). The overall model of teacher bullying prevention beliefs predicted by self-concept was not

significant,  $R^2 = .159$ ,  $F(5, 53) = 1.998$ ,  $p = .094$ . To assess the individual predictors, the coefficients were assessed. When holding all other variables constant, likability was not a significant predictor of TBPE,  $b = -.147$ ,  $\beta = -.094$ ,  $t = -.698$ ,  $p = .488$ . When holding all other variables constant, task accomplishment was not a significant predictor of TBPE,  $b = .433$ ,  $\beta = .198$ ,  $t = 1.304$ ,  $p = .198$ . When holding all other variables constant, power was not a significant predictor of TBPE,  $b = -.005$ ,  $\beta = -.005$ ,  $t = -.034$ ,  $p = .973$ . When holding all other variables constant, vulnerability was not a significant predictor of TBPE,  $b = .002$ ,  $\beta = .002$ ,  $t = .015$ ,  $p = .988$ . When holding all other variables constant, morality was a significant predictor of TBPE,  $b = .734$ ,  $\beta = .306$ ,  $t = 2.230$ ,  $p = .030$ .

### **Qualitative Analyses**

The final two research questions concern the recommendations that teachers have for teacher bullying prevention training and for school programs. Responses were analyzed using pencil and paper to conduct a grounded thematic analysis (Braun & Clarke, 2006; Freeman, 1998). Grounded thematic analysis involves reading through the responses and highlighting main points/codes. As I progressed through the responses, I constantly referred back to the previous codes to look for similarities and emergent themes (Braun & Clarke, 2006; Freeman, 1998). Finally, upon reviewing and coding the responses, similar codes were grouped into themes (Braun & Clarke, 2006; Freeman, 1998). Twenty-one of the 61 participating teachers completed the open-ended questions that were used for the analysis.

### **Teacher Bullying Prevention**

Using grounded thematic analysis, two main themes emerged regarding what teachers recommended for bullying prevention training programs: The need for more

extensive and training for educational community members (school administrators, students, and parents).

**Need for more training.** Analyses revealed that many of participants felt that more training was needed on a more consistent basis, rather than a one-time course or professional development day. For example, one participant mentioned, “They should be ongoing, rather than just a one-time program. This will keep teachers up-to-date and knowledgeable about ways to prevent bullying, both online and offline” (80516316) and “We need more opportunities to learn about the reality of bullying and steps to handle each situation individually” (82353939).

Some teachers felt that more training was needed right from the start of their teaching career:

There should be bullying prevention training programs for new teachers. A few weeks from finishing Teacher’s College bullying hasn’t been addressed a single time. There is no information and no training. It’s the most glaring oversight I can think of in Teacher’s College. (80786966)

In addition to having training during teacher’s college, participants mentioned the need for a more formalized training system:

It would be great to receive some formal training on bullying prevention (an in-service) and for teachers to know what immediate steps to take when they encounter a situation of bullying that will protect the victim, the bully and the teacher. There are many things to read as a new teacher and for a topic as important as bullying and the safety of all children within our schools, I believe formal training should be provided to all new teachers specifically. (83589846)

Many of the participants requested more specific training to help differentiate between bullying, teasing, and everyday conflict: “to focus on defining and differentiating conflict vs. bullying, outlining the difference is key to understanding; focus less on victimization and more on creating a positive, open environment” (80515878). In differentiating between bullying and other forms of social interactions, participants mentioned training on how to be more aware of bullying, when perhaps students do not come forward to report, or ask for help. For example, “Give us possible recognition signs of students who don’t report being bullied” (82257520).

Additionally, participants mentioned the need for more specific training on the various types of bullying. For example, “More training with regards to cyber bullying and how to safely use selfies, Instagram, etc. Many students are quite naive about this type of technology” (80661850).

Finally, participants requested more training on how to proceed when teachers are made aware of a bullying situation. As one participant put it, “steps to take if we, the teacher, realize or have been informed of bullying; support in identifying whether issues between students is a result of bullying or not” (82735910). Other participants focused on having appropriate resources on hand to use when made aware of bullying,

Having literature (books, student-friendly websites) and/or authentic videos provided for teachers along with activities to promote anti bullying would be beneficial. Some teachers simply discuss it, and what not to do, yet not what to do (bystander, acceptance). Having things prepared takes away choice of teacher to deals other it or not. (81534598).



**Training for educational community members.** The second theme focused on establishing more training for the larger educational community members, not just teachers alone. Participants suggested that school administrators could also benefit from having some form of bullying prevention or intervention training. Participants felt that training for administrators could improve upon follow through from the school administrators and help board members and principals know how to proceed in a bullying situation. As one participant mentioned,

Put more adequately trained people in our schools (chaplains, child and youth care workers, etc.) to help maintain a culture of peace and harmony with us teachers. It's not just about teacher training—we work as a staff with many non-teaching staff members who see the children in various different circumstances and scenarios throughout the day. They should also be trained. (82859084)

Another participant mentioned that training might also help with school climate, and prevent school staff from being bullies themselves: “Start with senior administration. They need to be held accountable for bullying behaviour. There are good principals, but many bully their teachers. We need to start at the top” (81953288).

Training was also suggested for parents. Some of the participants felt that parents needed to be more involved, and educated about bullying: “Teachers and admin talk about bullying prevention but when a student actually bullies another, politics and parents' influence and limit the consequences the student faces” (81366742). Another participant mentioned the goal of having training for all being to create a more inclusive program and culture: “I believe that learning how to build and maintain positive personal

relationships with students/families and having open lines of communication along with bullying prevention training is the key to success.”

Participants also mentioned that students could also benefit from more training to help them understand what bullying is. For example,

That an Ontario-wide Program be administered and that expectations are the same everywhere across our province. Have professionals come in and train our students. ... Not train the teachers, then teachers be expected to implement these new programs. We have a mega load of other things to do, too! (82859084)

Another participant focused on the need to help children learn empathy by stating, “Put the students in the role of the bullying victims, so that they empathize” (80511268).

### **Recommendations for School Programs**

Grounded thematic analysis revealed three main themes for participants’ recommendations for school bullying prevention programs: accountability, consistency, and student empowerment.

**Accountability.** Participants recommended having more accountability from both the school administrators and parents. As one participant wrote, “Stronger discipline, as well as informing the bullying student’s parents. Support from home may help stop the unwanted behaviour” (81534598). Another participant wrote, “Bullying happens and nothing happens at the school level ... or any other level at our school board, the bullies feel even more empowered when one teacher tries to address the bullying and everyone else turns a blind eye, especially administration” (82091170).

**Consistency.** Participants also recommended the need for more consistency throughout the year and throughout the school. As one participant stated regarding the

lack of an ongoing program within the school, “Again, that they be ongoing. A one-time program will create a ‘stir’ for a little while, but usually the messages don’t last or are forgotten” (80516316).

Other participants spoke to the need for consistency throughout the school:

As with all school initiatives, the vision needs to be clearly communicated to all staff and the school community, with a detailed plan for intervention and consequences. Staff need to problem solve major issues together so teachers dealing with bullying situations involving their students are not left feeling isolated, unsupported and hopeless. (77414254)

As with the need for training on the clarity the definition of bullying, one participant mentioned the need for consistent definitions within the school: “Keep it consistent (definitions, examples, consequences), layer in different aspects with older grades (i.e., focus on cyberbullying at junior grade level vs. primary)” (80515878).

**Student empowerment.** Finally, participants reported that for a school bullying prevention program to be successful, students need to be involved. Participants felt that students would respond best to their peers, as opposed to an adult. For example, one participant mentioned, “Listening to teachers doesn’t hit home as much as students listening to their peers” (74986629). Others focused on the need for collaboration and supporting the students; a one participant wrote,

Bullying is not a problem that adults can “stop,” but we can definitely play a role to help reduce incidents. Most bullying occurs when adults are not present. The education and awareness should come from peers, who are so influential. Student

council should receive training to implement strategies themselves in their schools, with adult support. (77406646)

Some participants focused on the role that students could play in a bullying prevention program by setting a strong example for their peers, by standing up against bullying. Suggestions included the program be led by students. One participant mentioned, “Meaningful bullying prevention initiatives need to involve and be driven by students, their concerns and their experiences with support and guidance from caring and engaged adults” (82247233). Another suggestion was to have student representatives, for example, “Have student representatives from each class that speak for anti-bullying initiatives and are responsible enough to model how to stand up for peers” (80522340).

### **Summary**

In summary, the current sample consisted of 61 teachers, predominantly from Ontario and representing all three divisions relatively equally. It was found that overall, participants reported a relatively high TBPE score, which was related to their likelihood of intervention in cyberbullying situations but not for other forms of bullying situations. It was found that teachers were most likely to intervene in physical bullying, then verbal, relational, and cyberbullying, respectively. There were no differences in TBPE scores by sex, division taught, or whether teachers had previous bullying prevention training. TBPE was influenced by the school climate; the greatest contributor to this relationship was the climate created by the school administrators.

Teachers’ beliefs about the seriousness of bullying was not impacted by whether teachers had previous bullying prevention training or there was an existing bullying

prevention program within their school. The beliefs that teachers held regarding the seriousness of bullying significantly predicted their scores on the TBPE scale.

Teachers' beliefs regarding the effectiveness of bullying prevention programs was not significant and no one belief about bullying was a significant predictor of the relationship.

Teachers' scores on the theory of mind scale was not a significant of any teachers' bullying beliefs. Analyses exploring the relationship between bullying beliefs and self-concept, morality predicted teachers TBPE scores and the likelihood of intervention. No other self-concept factors significantly predicted bullying beliefs.

Finally, in regards to teachers' recommendations for bullying prevention training and in-school bullying prevention programs, teachers felt that administrators, teachers, parents, and students needed to be involved in both training and school programs. Teachers' reported the need for more frequent and specialized training. In regards to the school bullying prevention programs, teachers reported that there was a need for more accountability for both staff and students, a need for more consistency, and felt that students should be leading the programs with the support of teachers.

## **CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND IMPLICATIONS**

This chapter summarizes the findings from the analyses, and discusses results in the context of the extant literature. The discussion aims to shed light on teachers' experiences and beliefs about bullying within the school context, and how prepared they feel to cope with bullying. Teachers' individual self-concept and theory of mind abilities are discussed in relation to teachers' efficacy beliefs and bullying beliefs. Finally, teachers' recommendations for bullying prevention training and bullying prevention programs within their schools will be discussed. The research is exploratory, as teachers' roles within bullying prevention programs is a relatively new area of research (Ahtola et al., 2012; Bauman & Del Rio, 2006; Dake et al., 2003).

### **Discussion**

I will now discuss the findings in relation to the extant literature for teachers' bullying prevention efficacy, beliefs about the seriousness of bullying, bullying prevention programs, theory of mind, and self-concept. Finally, I will discuss teachers' recommendations for teacher bullying prevention training and school bullying prevention programs.

#### **Teacher Bullying Prevention Efficacy**

Previous attempts to measure teachers' sense of efficacy in coping with bullying situations has used the bullying vignettes, relying on the question "How confident are you in your ability to cope with this situation" to measure teachers' sense of efficacy in coping with bullying situations. However, I argue that this measure should simply be labeled "confidence," as an individual's sense of efficacy is more complex and influenced by many factors. Upon exploring teachers' overall confidence to intervene in

bullying situations, the present study found that teachers reported being the most confident to intervene in physical bullying situations, followed by verbal bullying situations and relational bullying situations, and the least confident to intervene in cyberbullying situations.

The nonparametric results showed that teachers' perceived confidence to intervene was significantly different for each type of bullying. This supports research conducted by Boulton and colleagues (2014) who found a significant difference between pre-service teachers' confidence to intervene in all forms of bullying except between verbal bullying and relational bullying. The current study found that, with predominantly in-service teachers, their confidence to intervene was significantly different for all subcategories of bullying (i.e., physical, relational, verbal, and cyberbullying).

Compared to previous research on teachers' ratings of the seriousness and likelihood of intervention, it appears that a similar pattern emerges. Physical bullying appeared to be rated as the most serious and most likely to elicit intervention, followed by verbal bullying and then relational bullying (Byers et al., 2011; Yoon & Kerber, 2003). Perhaps this trend suggests that the visibility of the bullying situations helps to determine if teachers intervene, as Bauman and Del Rio (2006) proposed. Covert forms of bullying may be seen as less severe, and less likely to warrant intervention. It may also be that for more covert forms of bullying, such as relational or cyberbullying, there are less clear means for intervention as teachers are often only made aware of such bullying after the fact. This uncertainty could then reflect in their confidence to intervene in the situation.

In Chapters Two and Three, I argued that previous research may not be adequately capturing teachers' bullying prevention efficacy, as previous research relied

on measures that were meant to measure classroom management (Byers et al., 2011; Yoon, 2004), or may not be robust enough to capture the intricacies of bullying prevention and intervention (Ahtola et al., 2012). The current research adapted the TSES classroom management subscale (Tschannen-Moran & Woolfolk Hoy, 2001) to better reflect bullying prevention and intervention. The Teacher Bullying Prevention Efficacy (TBPE) Scale appears to be reliable, as shown by its internal consistency, and a factor analysis demonstrated that it measures a separate construct than the TSES classroom management subscale does. As this study was exploratory, further research will be needed to test the reliability and validity of the TBPE scale.

Overall, participants scored quite high on the TBPE scale (i.e., upper end of the inter-quartile range), which is consistent with research regarding teachers' confidence to address bullying (Ahtola et al., 2012) and teachers' scores on the TSES classroom management subscale (Betoret, 2009; Coladarci, 1992; Klassen & Chiu, 2010; Ruscoe et al., 1989; Wolters & Daugherty, 2007). Unfortunately, comparisons cannot be made to teachers' scores of the classroom management subscale when it was used in conjunction with the bullying vignettes, as they did not report an overall mean average (Yoon, 2004).

To look for similar trends that have been found with the TSES classroom management subscale, the TBPE was explored by division. Research regarding classroom management efficacy has shown that there is a decrease in teachers' reported level of efficacy the higher the grade is that they teach (Betoret, 2009; Coladarci, 1992; Klassen & Chiu, 2010; Ruscoe et al., 1989; Wolters & Daugherty, 2007). Therefore, it was expected that participants in higher grades would report a lower sense of efficacy in regards to bullying prevention. Results revealed that this was not the case for bullying



prevention efficacy, as there were no group differences. However, it should be noted that given the exploratory nature of the present study, sample size was inadequate for robust quantitative analyses, and there were unequal sample sizes by division. For example, there were only 18 participants in the intermediate division.

Another explanation may be that bullying prevention efficacy is influenced differently by the grade level taught. Research has shown that the type of bullying performed by children changes over time, as they get older. More covert forms of bullying becoming more frequent in the older grades, as children becoming more socially competent, and social norms discouraging overt aggression are enforced (Smith, 2012; Smith et al., 2010; Tokunaga, 2010). Perhaps the measure is too general, and different responses would be seen over grade level if overt and covert bullying were explored separately. Future research could attempt to make the measure more sensitive to the various types of bullying and their influence on teachers bullying prevention efficacy. This could take the form of specifying the form of bullying behaviour within the measure to suit the desired bullying subtype behaviour. For example, “to what extent can you use a variety of strategies to address relational bullying behaviour?” or “How well can you implement alternative strategies in your classroom to address cyberbullying?”

Another option would be to explore the measure with a larger sample to further reduce the number of items through reliability testing and factor analysis. Once the number of items are reduced, perhaps they can then be added to the vignettes previously used to measure teachers’ bullying beliefs (Boulton et al., 2014; Byers et al., 2011; Yoon, 2004; Yoon & Kerber, 2003).

The next area that was explored was whether teachers' bullying prevention efficacy might be influenced by teachers' past experience of bullying prevention training. It was hypothesized that teachers who had bullying prevention training would have higher levels of TBPE. However, this was not the case, as no significant differences were found between teachers who reported having training and those who did not. The initial hypothesis was based on research from the KiVa Program and other programs, where after receiving training teachers felt more confident in their abilities to recognize and intervene in bullying situations (Ahtola et al., 2012; Newman-Carlson & Horne, 2004). However, these studies were conducted as a pretest–posttest control group design, and did not explore long-term maintenance effects of the training. Perhaps training needs to be ongoing to maintain teachers' confidence/sense of efficacy to recognize and intervene in bullying situations. In a review of multiple whole school approaches, Pepler et al. (2004) found that there were inconsistent results as to whether training had an impact, as it is hard to track the level of implementation and conduct follow-up to ensure programs are being properly adhered to (see also Smith et al., 2004).

TBPE was also explored by sex to determine whether men and women differed on their scores for TBPE. Similar to the research conducted by Byers et al. (2011), I sought to explore whether men scored differently in their sense of bullying prevention efficacy. While Byers et al. found a significant relationship between sex and confidence to intervene, they did not clarify the nature of the relationship. I found no statistically significant difference between men and women in regards to their bullying prevention efficacy beliefs. However, it should be noted that there were only 10 men in the current

sample (16% of the sample). The current sample may not accurately represent the overall population of Ontario, let alone Canada.

Again, the specificity of the TBPE may also have been a factor. The TBPE explores bullying prevention efficacy as a whole. It could be that sex may influence scores only for certain types of bullying. For example, Bosacki, Coplan, and Woods (2014) found that male teachers, more so than female teachers, believed that physical aggression would be more beneficial to students' future academic and social achievement, whereas relational aggression would not. It could be that male teachers have a strong bullying prevention efficacy in regards to male stereotypical bullying behaviours (e.g., physical bullying) and women have a stronger bullying prevention efficacy towards female stereotypical bullying behaviours (e.g., relational bullying, verbal bullying; Underwood, 2003).

Boulton and colleagues (2014) found that sex did not influence the relationship between teachers' likelihood of intervention and their beliefs about the seriousness, empathy, and confidence to intervene for cyberbullying vignettes. They did not explore the confidence between bullying subtypes by sex, so it is difficult to get a sense of how sex may influence confidence and likelihood of intervention.

Based on Bronfenbrenner's (1974, 1976) ecological systems theory, one of the current research goals was to explore whether the school climate amongst the various stakeholders influences teachers sense of bullying prevention efficacy. Analyses revealed that overall, school climate was positively related to TBPE. While examining each contributor to the school climate (i.e., school administrators, teachers, and students), I found that the climate amongst the school administrators had the greatest influence on

TBPE scores. The factor of school administrators' climate included whether the school administrators created a respectful, peaceful, kind, and caring atmosphere within the school and whether teachers felt that the board supported their bullying prevention initiatives.

The finding that school climate is influential on TBPE scores—specifically the climate amongst the school administrators—supports the whole school approach to bullying prevention programs (Smith et al., 2004). A whole school approach involves all members of the school community to be engaged and cognisant of bullying prevention programs and working together to eliminate or reduce the incidences of bullying (Rigby et al., 2004; Smith et al., 2004). The influence of administrative support and climate suggests that bullying prevention may need to start from the top and work its way down. As we will see later with the qualitative analysis, teachers reported that administration was also in need of training, and would like to see more follow through from the school administrators when bullying incidents are reported.

It is important to note that many of the school climate surveys that are being used by schools tend to focus on the negative aspects within the school (e.g., asking whether teachers feel safe, the level of conflict, etc.; Bradshaw et al., 2009; Waasdorp et al., 2011). The current study opted to focus on the positive aspects of school climate such as the sense of respect, caring, and kindness within the school. These factors were chosen based on care ethics and peace education (Noddings, 2006; Opatow et al., 2005), which promote positive interactions, as opposed to damning the negative interactions. Overall, the goal is to create an awareness and concern for the needs of others and their sense of being and nurturing each other (Opatow et al., 2005).

### **Teachers' Beliefs About the Seriousness of Bullying**

To gain a better understanding of the factors that influence TBPE, analyses were conducted to explore whether the beliefs that teachers had regarding the seriousness of bullying influenced their bullying prevention beliefs. It has been established that teachers have varying views on the seriousness of different forms of bullying (e.g., physical bullying being the most serious; Bauman & Del Rio, 2006; Craig et al., 2000). It was expected that how serious teachers believed bullying to be would influence their bullying prevention efficacy beliefs, however no hypotheses were made about the nature of this relationship or which forms of bullying would influence this relationship the most.

Overall, teachers' beliefs about the seriousness of bullying were marginally significant for predicting TBPE. Verbal bullying was shown to be the strongest predictor of TBPE, demonstrating a positive relationship between the two. Teachers who believed verbal bullying to be more serious also had higher levels of bullying prevention efficacy. Byers et al. (2011) found that confidence to intervene was associated with overt forms of bullying. The current findings suggest that there may be further distinctions made within the overt forms of bullying. Based on the research of Byers et al., it is understandable an overt form of bullying would be associated with greater bullying prevention efficacy. This could be that verbal bullying is an overt form of bullying, making it noticeable, but without the threat of injury, as would be associated with physical bullying.

Seriousness beliefs were also explored in relation to whether the teachers had received bullying prevention training and whether their school had an existing bullying prevention program in place. Using pre-post experimental designs, researchers have found that teachers who had received bullying prevention training would rate bullying as

more severe than those who had not received training. Results showed that there was no effect of having training or a program on teachers' seriousness beliefs. These findings could suggest that the effects of training are not maintained over time, or it could be that teachers do see bullying as a problem within their schools. In either case, the next step may be to help them learn to address bullying through initial or refresher bullying prevention training programs.

As mentioned in Chapter Two, research regarding bullying prevention program implementation rarely speaks of any training past the initial training session (Ahtola et al., 2012; Byers et al., 2011; Yoon, 2004). Often a reason given for research not showing reductions in bullying or change in teacher beliefs regarding bullying is the lack of follow-up to ensure that teachers are following the program, and to provide additional training (Ahtola et al., 2012; Byers et al., 2011; Yoon, 2004). As we will see later in the qualitative data, teachers recommended ongoing training to stay up to date on bullying prevention initiatives.

### **Bullying Prevention Program Efficacy**

Similar to Ahtola et al. (2012), I sought to explore teachers' beliefs about bullying prevention programs. Specifically, I explored whether teachers' bullying prevention efficacy beliefs, beliefs about the malleability of bullying, and beliefs about the seriousness, likelihood of intervention, confidence to intervene, and the level of empathy they felt towards those involved in the bullying situation influenced their beliefs about the effectiveness of bullying prevention programs.

Taken together teachers' bullying prevention efficacy beliefs along with their beliefs about bullying were not significant. There was no one specific belief that

predicted teachers' beliefs about the effectiveness of bullying prevention programs.

These findings are not surprising, as with Bandura's (1977, 1997) notion of self-efficacy and Bronfenbrenner's (1974, 1976) ecological systems theory, individuals' beliefs are influenced by many factors, including their internal beliefs and the influence of those around them. Due to the sample size, quantitative analyses were limited, and the number of factors used in the analyses was limited to beliefs about bullying. Future research could explore whether school climate and those who contribute to the school climate (i.e., school administrators, teachers, and students) also influence teachers' beliefs about bullying prevention programs.

### **Theory of Mind**

To gain more understanding of teachers' bullying prevention beliefs and teachers' bullying beliefs, the current research explored whether teachers' theory of mind scores influenced their bullying belief scores and efficacy scores. Research has been conducted to explore theory of mind in relation to bullying for both bullies and bystanders (Caravita et al., 2010; Smith et al., 2004). However, no research has been conducted to explore teachers' theory of mind as it relates to their bullying beliefs or likelihood of intervention. Analyses revealed that theory of mind was related to teachers' empathetic responses to the bullying vignettes. Unlike Caravita and colleagues' (2010) research on bystanders, I did not find that theory of mind was related to teachers' likelihood of intervention. Theory of mind was also not related to teachers' beliefs about the seriousness of the bullying situation, their confidence to intervene, the malleability of bullying, or their TBPE scores.

The present study found a lack of relation between theory of mind and teachers' beliefs about the seriousness of bullying, their confidence to intervene, the likelihood of

intervention, malleability of bullying, or their bullying prevention efficacy beliefs. The lack of relation may be due to the nature of the theory of mind task and the type of theory of mind being engaged for the task. The task teachers were presented with was to read the emotions of others based on their eyes (Baron-Cohen et al., 2001), and did not tap into the teachers' perspective taking ability. Perhaps a more robust measure of theory of mind abilities would elicit different results.

Another form of theory of mind may tap into teachers' false beliefs. Apperly, Back, Samson, and France (2008) found that adults often have difficulty when another person's false belief conflicts with their sense of reality. This research is currently in its infancy, as research has been conducted simply with the colour of an object, and being told that another person believes it is a different colour than it actually is (Apperly et al., 2008). The implications for this type of research may be important for bullying intervention as teachers may struggle to take on a student or victim's perspective should they not believe that the situation is not that serious.

Future research could also explore teachers' second-order theory of mind abilities in relation to their bullying beliefs. Second-order theory of mind allows for an individual to first take the perspective of another individual, then come up with examples of what that person may think a third person may do or think (Perner & Wimmer, 1985). As Perner and Wimmer wrote, "John Thinks That Mary Thinks That...". Adults often struggle when multiple perspectives must be taken into account in this manner (for a review see Apperly et al., 2008). This may be important in regards to bullying beliefs as teachers' stronger theory of mind may influence their response to witnessing or hearing



about a bullying situation. Teachers may have a greater ability to take the perspective of the victim, but also the bully and bystanders.

### **Self-Concept**

To gain a deeper understanding of how teachers' personal self-concept may influence their beliefs about bullying, and their bullying prevention efficacy, I explored how five self-concept factors (task accomplishment, vulnerability, morality, likeability, power; Stake, 1994) may influence bullying beliefs and teachers bullying prevention efficacy. Together, the five subscales of self-concept did not predict seriousness beliefs, empathy responses, confidence to intervene, likelihood of intervention, malleability, or TBPE. However, task accomplishment was marginally significant as an individual predictor of confidence to intervene. This finding is not surprising, since considering yourself someone who follows through and completes tasks would lend itself to building confidence. According to Bandura (1977, 1997), task accomplishment builds an individual's efficacy. In turn, higher confidence/efficacy leads to more follow through on tasks, as the premise of self-efficacy is to have confidence that you can complete a task successfully (Bandura, 1977, 1997; Brouwers & Tomic, 2000).

Morality was a significant predictor for likelihood of intervention. The higher individuals' self-concept is of their own morality, the more likely they are to intervene in a situation where they feel someone is being wronged. Surprisingly, morality was not a significant predictor of bullying seriousness beliefs. This may be due to seriousness belief scores were quite high, leaving little variability for morality to influence.

Noddings (2010) posits that morality is a component of peace education and care ethics. The use of care ethics and peace education has been suggested as a method of

combating bullying within the educational setting (Noddings, 2010; Opatow et al., 2005). Through the use of care ethics and peace education, teachers and students create a caring and fair environment for each other.

### **School Bullying Prevention Programs and Training Recommendations**

Teachers were asked whether they had received bullying prevention training, whether their school had a bullying prevention program in place, and whether they had any recommendations for programs or training. Sixty-seven percent of participants reported they had not received bullying prevention training, while 28% of participants reported that their school did not have an official bullying prevention program in place. These statistics are cause for concern, given that within Ontario, where the majority of the participants were from, there is legislation requiring all boards and schools to have a bullying prevention program in place (i.e., *Bill 13*, *Bill 14*).

Teachers are the first point of contact for students, so ensuring they are prepared to handle the bullying situations they encounter or are made aware of is essential for an effective program.

It may be the case that the schools have a policy regarding bullying prevention, and the teachers are not aware of it. There needs to be better communication to teachers about what the programs are available. I will discuss this further when exploring the teachers' recommendations for bullying prevention programs.

Before discussing the qualitative responses, it is important to acknowledge that the responses may be biased. Only those who felt there was a need for change may have made a comment. Only one-third of the total sample responded to the open-ended questions regarding teacher recommendations for bullying prevention training and

bullying prevention programs. Only one of those respondents reported that the emphasis on bullying prevention had gone overboard and was not necessary.

Participating teachers recommended that there be more specificity in the bullying prevention training and more ongoing training. Participants felt that there were specific bullying behaviours that they would like to know more about, such as cyberbullying. Those who mentioned cyberbullying often reported their lack of knowledge with computer technology, which translated into them being unaware of how to address it.

The focus on cyberbullying as an area for further training for prevention and intervention supports previous research. Researchers have found that teachers are often unsure of how to handle cyberbullying, as it often happens under the radar (Boulton et al., 2014; Eden et al., 2013). However, it is interesting that cyberbullying was found here and in past research (Byers et al., 2011; Yoon, 2004; Yoon & Kerber, 2003) to be deemed one of the less serious forms of bullying. Although the quantitative results suggest that teachers may not see it as serious as physical or verbal bullying, their recommendations for training specifically ask for further training on cyber bullying, which may suggest that teachers consider it an important issue.

Additionally, participants recommended the clarification of the differences between bullying and teasing as an area for improvement. Researchers have found a distinct difference between bullying and teasing. Teasing tends to be between friends and without malicious intent. Bullying is defined by the intent to do harm (Harwood, Bosacki, & Borcsok, 2010; Harwood & Copfer, 2011). This distinction is important, as the consequences for teasing versus bullying are quite different (Card & Hodges, 2008;

Harwood et al., 2010; Harwood & Copfer, 2011; Hemphill et al., 2012; Marini et al., 1999; Price et al., 2013; Volk et al., 2006).

Additionally, Volk et al.'s (2014) redefinition of bullying may help to clarify bullying situations from aggressive situations. Specifically, Volk et al. (2014) refer to bullying as being proactive and goal directed. The bully is attempting to gain either status or resources through their actions and are unprovoked, whereas, reactive aggression is not necessarily goal directed and is in reaction to a situation or provocation (Volk et al., 2014).

Finally, teachers recommended more ongoing training to keep up with the latest research on bullying types and methods of intervention and prevention. As mentioned earlier in the discussion when referring to the lack of difference on TBPE scores for those who had received training versus those who had not, a one-time training session may not have a long-term maintenance effect. Ongoing training would address possible maintenance effects and keep teachers informed about effective research methods to use to address and prevent bullying. One participant noted that zero tolerance was necessary in all schools and should be enforced. This is an example where ongoing and informed training would be beneficial, as recent research has shown a serious negative effect of zero tolerance policies (Rigby et al., 2004; Smith et al., 2004).

Again bullying prevention programs could be adjusted to focus on the cost–benefit dynamic (Volk et al., 2014). In the current research, teachers reported that their existing school programs included zero tolerance or highlighting and praising students for prosocial behaviours. Perhaps the reason zero tolerance programs are ineffective is that they do not have a balance between addressing the costs along with the benefits. While they have increased the cost of bullying, they have not provided the

students with prosocial alternative methods to achieve the benefits (Volk et al., 2014). In contrast, programs that focus simply on praising and highlighting students for positive behaviours do not address the costs of bullying. There needs to be a proportionate balance between the two (Volk et al., 2014).

Respondents also suggested that there needed to be more training for the educational community, including students and school administrators. It is not the sole responsibility of the teachers to address bullying, and teachers are warranted in recommending training for all educational community members, as research suggests the whole school approach to be the most effective at eliminating or reducing bullying within the school (Merrell et al., 2008; Rigby et al., 2004; Smith et al., 2004; Tofti & Farrington, 2010).

Overall, these emergent themes and recommendations point towards the need for teachers to work more collaboratively with the educational community (i.e., a whole school approach), and that there is a need for more training throughout their teaching career. It is important to note that not all teachers felt that teacher training was necessary, or that bullying prevention was solely their responsibility. This supports the notion that a whole school bullying prevention approach may be more effective at reducing the instances of bullying, as teachers may feel less pressure to be the sole enforcers of the program.

In regards to bullying prevention programs within the school, teachers recommended that there be more accountability and consistency within the school. An increase or decrease in teaching efficacy beliefs may then influence teachers' performance on future tasks, thus creating a cyclical pattern (Brouwers & Tomic, 2000).

This cyclical pattern has been found to apply not only to teachers' daily task of managing the classroom, but also to their relationships with their students. If teachers do not see that their efforts are being rewarded or supported, their efficacy or drive to address bullying may decrease; it is important that there is consistency and accountability within the school.

Additionally, eight of the teachers suggested holding the school administrators accountable as well, not only in their dealings with students, but also with their staff. As with many workplaces, workplace bullying occurs within the school setting as well (Fox & Stallworth, 2010). Fox and Stallworth (2010) found that 65% of the teachers they surveyed reported being the victim of pervasive bullying at work. Fox and Stallworth found that 47% of the time the bullying was from supervisors towards the teachers. The negative effects of such behaviour has an impact not only on the teachers' performance, but also on the school climate (Powell, Powell, & Petrosko, 2015). Bullying behaviour at any age is unacceptable, especially in an educational institution where there may be negative impacts on the children's education and school experience.

Perhaps the strongest recommendation teachers made was to include the students, not only in training but also as student leaders. Some of the teachers mentioned how a student-led committee was working well for their school to build awareness for bullying. This is not surprising as there is research to support the notion that an effective whole school bullying prevention approach includes having students contribute to the formulation of rules and sanctions for bullying behaviour and having open communication between students, teachers, and school administrators (Morgan, 2012).

Participants acknowledged their role in helping to support students who take charge and set an example for their peers, whether through a committee or a peer leaders program. The rationale behind empowering students was that students often learn and/or listen to their peers more than to their teachers. However, finding the time to encourage these student leaders and educate students on bullying and how to effectively address it has been found to be an issue in past research (Dake et al., 2003). Teachers often cite a lack of time, or priority of curriculum agendas, as the main reason for not encouraging students to take part in bullying prevention programming and education (Dake et al., 2003).

### **Limitations**

The current research was meant to be exploratory in nature, and it is important to note the limitations of the research. The largest limitation is concerned with the generalizability of the research to a broader population. Initially, the research was aimed at southwestern Ontario, but due to lack of participation, it was opened up to any teacher within Canada using social media. Despite broadening the participation pool, the sample size remained small. The small sample size not only limits the types of analyses that can be conducted; it is less than 1% of the population of teachers within Ontario, let alone Canada (Statistics Canada, 2013).

The risk of Type I and Type II errors must also be acknowledged due to the small sample size. Due to the small sample size we are faced with a higher risk of Type two errors; that is analyses may not have shown an effect when in reality there is one. Also the number of analyses conducted with such a small sample also increases the risk of Type one errors; that is, finding a result by chance when there is no real effect (Tabachnick & Fidell, 2013).

The limited demographics limit generalizability, as the majority of respondents were from Ontario. Caution should be made generalizing any findings outside of Ontario, as each province may have their own legislation in place that deals with bullying within the school.

Self-selection bias is also another limitation of the current research. It could be that teachers who had a strong opinion about bullying opted to participate in the study. Again, this limits the potential generalizability, as there may be a subpopulation of teachers that did not participate.

Additionally, the time of the data collection was not ideal, as many schools were in the process of completing report cards, or preparing for parent–teacher interviews. This also may have contributed to the lower participation rate. Perhaps finding a time when teachers are able to spend 20 minutes completing the survey, or working with the schools to have willing teachers complete the survey at school would help to increase participation rates.

Finally, due to the small sample size and heavily skewed data, I was unable to look at specific differences between the different forms of bullying for many of the analyses. With a larger sample, these differences may be explored and provide a more detailed picture of teachers' bullying prevention efficacy.

### **Implications for Practice and Future Research**

While the current research is exploratory, it has shed light on how individual factors may influence teachers' beliefs about bullying and their likelihood to intervene. Training could focus on areas that seem to be related to bullying intervention/prevention. The current research found links between teachers bullying prevention efficacy and their



sense of task accomplishment, theory of mind, and morality. This finding supports research on empathy training that found that bystanders with empathy training were less likely to support bullying behaviours (Barlinska et al., 2013). Other research on theory of mind training has shown that training has led to greater perspective-taking in autistic children (Begeer et al., 2011). For example, behaviour skills training programs (Sarokoff & Strumey, 2004, 2008) may be adapted for neurotypical children, along with adults. In turn, this training may help teachers better understand the perspectives of both the bully and the victim.

Current training programs may need to be reassessed to emphasise training for all members of the school community, to help better support teachers and engage students. As demonstrated in the current study as well as previous research, teachers often feel that they lack time, knowledge, and support from the administrators within their school (Dake et al., 2003; Fox & Stallworth, 2010; Powell et al., 2015). Having everyone working on the same page and maintaining consistency is essential for an effective whole-school bullying prevention approach (Merrell et al., 2008; Rigby et al., 2004; Smith et al., 2004; Tofti & Farrington, 2010).

Additionally, training could begin to emphasize bullying as goal directed and proactive to help teachers and others within the education community to better identify bullying situations (Bosacki et al., 2006; Volk et al., 2014). Having a strong conceptualization of bullying may help to increase teachers' efficacy beliefs, as they will know what they are looking for and how to address it through addressing the cost-benefit dynamic.

Future research could also explore not only the support that teachers receive from school administrators, but also the role that school administrators play, or feel they play, in bullying prevention programs. As administrative school climate was the most influential factor on teachers' bullying prevention efficacy beliefs, it is important to understand how administrators view their role, and perhaps explore qualitatively how they feel they can better support their staff and students in bullying prevention and intervention.

Building off this notion of exploring the role that school administrators play within bullying prevention, it would also be important to expand and update the research on other stakeholders' views on bullying. Currently, there is research that has explored teachers', students', and parents' views about bullying (Nelson, Robinson, & Hart, 2005), but it would be informative to see how they all view their roles within a bullying prevention program, and the roles of other stakeholders within a whole school bullying prevention approach. Understanding the beliefs of all stakeholders within the educational community may better inform an effective whole-school bullying prevention program.

The notion of school climate in the current research was approached from a positive perspective, encompassing care ethics and peace education (Noddings, 2006; Opatow et al., 2005). The current research focused on whether the climate within the school created a kind, respectful, and caring atmosphere. This is in stark contrast to the current research on school climate that focuses on whether the school is a safe environment. Researchers have suggested that focusing on this more positivistic approach including moral and peace education may help to adjust the cost-benefit balance needed

to address bullying (Bosacki et al., 2006; Fongay, Twenlow, Vernberg, Sacco, & Little, 2005; Nucci, 2004; Volk et al., 2014).

Finally, it should be noted that due to the small sample size and the risk of Type II errors, the analyses may not have revealed all potential findings. The exploration of the ANOVA effect sizes showed that although they were relatively small (partial eta squared ranged from .003-.049; Tabachnick & Fidell, 2013), there appears to have been an effect. It may be possible, that with a larger sample size, these effects would have been larger, and thus reveal significant differences between groups. That is, perhaps teachers' bullying prevention efficacy differs between division levels, or by whether they have received training, or whether their school has a bullying prevention policy in place.

Additionally, it may be the case that teachers' beliefs about the seriousness of bullying may differ by whether their school has a bullying prevention program in place, or whether they have received bullying prevention training. Thus, future research should further explore factors, such as division levels, existing training or school bullying prevention programs, that may influence teachers' bullying prevention efficacy and beliefs about bullying.

### **Summary**

The current study sought to explore Canadian elementary school teachers' bullying prevention beliefs along with their beliefs about bullying. Additionally, I explored teachers' perceptions of bullying prevention programs within their schools. Teachers' bullying prevention beliefs were explored in relation to their training experiences, individual characteristics, and the school climate created by school administrators, teachers, and students.

I found that teachers' bullying prevention efficacy was related to their likelihood to intervene in cyberbullying situations, and to the school climate, specifically the climate created by the school administrators. There does not appear to be differences in bullying prevention efficacy between division levels and between those with bullying prevention training and those without. Teachers' beliefs about the seriousness of bullying significantly predicted their bullying prevention belief scores.

Teachers rated physical bullying as the form of bullying in which they are most confident to intervene followed by verbal bullying, then relational bullying, and cyberbullying. These ratings may be influenced by how noticeable these forms of bullying are in the everyday classroom, as relational bullying and cyberbullying tend to be more covert (Boulton et al., 2014; Eden et al., 2013). Due to the covert nature of these types of bullying, it may be that teachers are less familiar with and therefore less confident to intervene in these situations (Boulton et al., 2014; Eden et al., 2013).

In exploring whether teachers' bullying beliefs predicted their beliefs about the efficiency of bullying prevention programs, no one belief was a significant predictor. In terms of self-concept, teachers' morality and task accomplishment appear to be related to bullying beliefs. Specifically, morality appears to be related to teachers' bullying prevention efficacy, and likelihood of intervention. Teachers' self-concept of their task accomplishment was related to their confidence to intervene, suggesting that teachers who demonstrate higher levels of morality feel more effective in bullying prevention and are more likely to intervene in bullying situations. Those teachers who see themselves as someone who finishes tasks and follows through are more confident in their ability to intervene.

Taken together, these findings provide a more in-depth look at teachers bullying prevention efficacy. The current research provides an exploratory look into how internal factors, such as teachers' bullying beliefs, self-concept, and theory of mind, as well as external factors, such as school climate, may influence their abilities in coping with bullying and teachers confidence to prevent and cope with bullying.

### **Personal Reflections Summary**

Conducting my own research from start to finish has been a great learning experience. I have learned more about research, my area of interest, and myself throughout this process. The process although grueling at times has been very interesting.

Through my Master of Education program, I have become very aware that I am not a teacher. I would consider myself an outsider (Foley, 2003). This outsider status, I feel, puts me at a disadvantage. I went into this research without a clear idea of how the school system works. I started this research with the goal of understanding teachers' confidence in addressing bullying within the classroom. My goal was to determine how to make training more effective for teachers. Working through the literature, and talking to my fellow students, I quickly realized that there was a much bigger picture to look at.

As can be seen in both the teachers' recommendations and how the school climate influences their bullying prevention efficacy, especially the climate created by the school administrators influences teachers bullying prevention efficacy, it is clear that there is still more research needed on the relationships between teachers and the greater school community. This notion has inspired my future research goals, which are to look more specifically at these external influences as opposed to the internal beliefs (i.e., self-concept and theory of mind) that the current research focused on.

To compensate for my “outsider” status, I did my best to engage with fellow students and friends who had experience teaching. My goal in listening to their stories and gaining their input was to ensure that I was doing them, the teachers, justice with my research.

In regards to research, I have gained the experience of working through a project from start to finish. I have a greater understanding the amount of thought, and sometimes internal debate, about the direction things should go, or the measures to use. I have certainly learned that it can be hard to rein yourself in, and keep a focus with the measures used, and research questions asked. As I was reading the literature and exploring measures, my mind would often wander to more questions that could be asked, or other areas to explore. For the nature of a master’s level thesis, it was important to stay concentrated. I believe there is a saying within academia that research often generates more questions than it answers.

Keeping a focus on the specific research questions, and saving related ideas for other research has been important for the research. This focus provides clarity for the research, but must be considered for participants as well. Few individuals would be willing to take an online, hour-long survey; half an hour is even pushing it. Journaling ideas, sources, and research questions can help achieve this focus, and is something I would like to do more with future research endeavours.

During orientation, I was told that I would probably only get about half of the respondents I might expect. Considering I had hoped for 150 participants and had a final sample of 61 teachers, I cannot disagree. Timing was an issue during data collection as report cards were due for the teachers. Through this process, I have learned to do more

research into the timelines that the schools are working on to potentially increase participation. Increased participation may have also been achievable with some sort of incentive, whether it be a draw or small token of appreciation for the schools that were involved.

Overall, I have learned that research and understanding how to better support teachers in bullying prevention is something I would like to continue with in my future academic and professional career. I have found not only my passion for learning, but also my place. Since leaving my secondary education, I have started and left a number of educational and professional paths, but upon returning to university, I have started discovering my passion for research. I may not have always known how far I wanted to go or where I would go with my academic career, but here I am. The path I have taken to get here was winding, and sometimes the path was unclear. However, as J. R. R. Tolkien (1954, p. 182) wrote, “not all those who wander are lost.”

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## Appendix A

### Attitudes and Beliefs About Bullying and Antibullying Initiatives

Please read each question carefully. Please answer to the best of your knowledge, and honestly. Please be reminded that all answers will be kept confidential and you may decline to answer any question.

#### Demographics

Age:

Gender:

- ☐ Female
- ☐ Male
- ☐ Other

Province or Territory

- ☐ British Columbia
- ☐ Alberta
- ☐ Saskatchewan
- ☐ Manitoba
- ☐ Ontario
- ☐ Quebec
- ☐ Newfoundland & Labrador
- ☐ Prince Edward Island
- ☐ Nova Scotia
- ☐ New Brunswick
- ☐ Yukon
- ☐ Northwest Territories
- ☐ Nunavut

What is the highest level of education you have achieved? (select one)

- ☐ Bachelor's Degree
- ☐ Teacher Instructor Certificate
- ☐ Bachelors of Education
- ☐ Master's
- ☐ PhD

What grade(s) do you teach?

How many years have you been teaching?

Have you previously received any antibullying training?

- ☐ Yes
- ☐ No

If yes, please explain

- ☐ I AGREE to my response being used as an anonymous quote in possible reports and publications
- ☐ I DO NOT AGREE to my response being used as an anonymous quote in any possible reports or publications

### **Beliefs and Attitudes**

BULLYING is the repeated victimization of one person by another, usually involving the bully showing his or her power over the victim. It can take the form of physical (e.g., hitting, shoving), verbal (e.g., teasing, name calling), and relational (e.g., excluding, isolating).

CYBERBULLYING is bullying that occurs through technological means (e.g., text messages, emails, sharing unflattering photos). It usually takes the form of relational or verbal bullying.

The following are questions regarding the current bullying situation and interventions within your school. Please read each question carefully, and answer as honestly as possible.

What, if any, antibullying program is currently administered within your school?

Does the current program specifically address cyberbullying?

- ☐ Yes
- ☐ No

How supported do you feel by your school board in addressing bullying behaviours?

- ☐ 1 - Not at all supported
- ☐ 2
- ☐ 3 - Somewhat Supported
- ☐ 4
- ☐ 5 - Very Supported

Do you believe that your school administration creates a culture where bullying is deemed unacceptable?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that the teachers at your school create a culture where bullying is deemed unacceptable?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that the student population helps to create a culture where bullying is deemed unacceptable?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that there is a kind, caring and respectful culture amongst the school administration?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that there is a kind, caring and respectful culture amongst the teachers at your school?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that there is a kind, caring and respectful culture amongst the student population at your school?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that there is a culture of peace amongst the school administration?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that there is a culture of peace amongst the teachers at your school?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

Do you believe that there is a culture of peace amongst the student population at your school?

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4
- ☐ 5 - Strongly Agree

How confident are you that students will come to you to report a bullying situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

How confident are you that students will come to you to report a cyberbullying situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

The Following questions are regarding your personal beliefs about bullying and your abilities to handle bullying situations. Please read each question carefully, and answer honestly. Click the bubble beside the answer that best suits you.

How much, in your own opinion, do you know about school bullying? (Ahtola et al., 2012)

- ☐ 1 - Very Little Knowledge
- ☐ 2
- ☐ 3 - Some Knowledge
- ☐ 4
- ☐ 5 - Very Knowledgeable

How much, in your opinion, do you know about cyberbullying? (Adapted from Ahtola et al., 2012)

- ☐ 1 - Very Little Knowledge
- ☐ 2
- ☐ 3 - Some Knowledge
- ☐ 4
- ☐ 5 - Very Knowledgeable

How good, in your opinion, are your skills to reduce school bullying? (Ahtola et al., 2012)

- ☐ 1 - Very Little Skills
- ☐ 2
- ☐ 3 - Somewhat Skilled
- ☐ 4
- ☐ 5 - Very Skilled

How good, in your opinion, are your skills to reduce school cyberbullying? (Adapted from Ahtola et al., 2012)

- ☐ 1 - Very Little Skills
- ☐ 2
- ☐ 3 - Somewhat Skilled
- ☐ 4
- ☐ 5 - Very Skilled

To what extent do you believe that an antibullying program will decrease bullying incidents? (Ahtola et al., 2012)

- ☐ 1 - Very Little
- ☐ 2
- ☐ 3 - Somewhat
- ☐ 4
- ☐ 5 - Very Much

To what extent do you believe that an antibullying program will decrease cyberbullying incidents? (Adapted from Ahtola et al., 2012)

- ☐ 1 - Very Little

- ☐ 2
- ☐ 3 - Somewhat
- ☐ 4
- ☐ 5 - Very Much

To what extent do you believe that an antibullying program will enhance the well-being of victimized students? (Ahtola et al., 2012)

- ☐ 1 - Very Little
- ☐ 2
- ☐ 3 - Somewhat
- ☐ 4
- ☐ 5 - Very Much

To what extent do you believe that an antibullying program will enhance school satisfaction of pupils? (Ahtola et al., 2012)

- ☐ 1 - Very Little
- ☐ 2
- ☐ 3 - Somewhat
- ☐ 4
- ☐ 5 - Very Much

What, if any, recommendations do you have for antibullying training programs for teachers?

- ☐ I AGREE to my response being used as an anonymous quote in possible reports and publications
- ☐ I DO NOT AGREE to my response being used as an anonymous quote in any possible reports or publications

What, if any, recommendations do you have for antibullying initiatives within your school?

- ☐ I AGREE to my response being used as an anonymous quote in possible reports and publications
- ☐ I DO NOT AGREE to my response being used as an anonymous quote in any possible reports or publications

Group dynamics are the reason for bullying and school staff can have an influence. (Ahtola et al., 2012)

- ☐ 1 - Completely Disagree
- ☐ 2
- ☐ 3 - Somewhat Agree
- ☐ 4
- ☐ 5 - Completely Agree



School staff cannot help it; some kids just bully others. (Ahtola et al., 2012)

- ☐ 1 - Completely Disagree
- ☐ 2
- ☐ 3 - Somewhat Agree
- ☐ 4
- ☐ 5 - Completely Agree

### **Teacher Efficacy Beliefs**

The following questions are regarding your personal beliefs about bullying and your abilities to handle bullying situations. Please read each question carefully, and answer honestly.

Please be reminded that all questions will be considered anonymous, and you may decline to answer any question.

To what extent can you use a variety of strategies to address bullying behaviour?

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

To what extent can you assist the victim in a bullying situation?

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How well can you implement alternative strategies in your classroom to address bullying?

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit

- ☐ 8
- ☐ 9 - A Great Deal

How much can you do to get students to show respect for one another?

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How much can you do to get students to stand up for one another?

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How much can you do to help students value antibullying initiatives?

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How much can you assist families in helping their children address bullying?

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How much can you do to control disruptive behaviour in the classroom? (Tschannen-Moran & Woolfolk Hoy, 2001)

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How much can you do to get children to follow classroom rules? (Tschannen-Moran & Woolfolk Hoy, 2001)

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How much can you do to calm a student who is disruptive or noisy? (Tschannen-Moran & Woolfolk Hoy, 2001)

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

How well can you establish a classroom management system with each group of students? (Tschannen-Moran & Woolfolk Hoy, 2001)

- ☐ 1 - Not at all
- ☐ 2
- ☐ 3 - Very Little
- ☐ 4
- ☐ 5 - Somewhat
- ☐ 6
- ☐ 7 - Quite a bit
- ☐ 8
- ☐ 9 - A Great Deal

**Bullying Vignettes** (Adapted from Yoon & Kerber, 2006)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

At the writing centre, you hear Billy/Sophie chant to Cedric/Christina, "Teacher's pet, brown-nose, suck-up, kiss-ass." Cedric/Christina tries to ignore the remarks but sulks at his/her desk. You saw the same incident happen the other day, as well.

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by Billy/Sophie's behaviour and feel sympathetic towards Cedric/Christina.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

**Bullying Vignettes** (Adapted from Yoon & Kerber, 2006)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

During project time, you overhear Laurie/Scott say to Jen/Russell, "If you don't let me have the purple marker, I won't invite you to my birthday party." This is not the first time you have heard Laurie/Scott say this type of comment.

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by Laurie/Scott's behaviour and feel sympathetic towards Jen/Russell.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

**Bullying Vignettes** (Adapted from Yoon & Kerber, 2006)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

Your class is getting ready to go to lunch and the kids are in line at the door. You hear Rick/Nicole say to John/Stephanie, "Hey, give me your lunch money or I'll give you a fat lip!" John/Stephanie complies at once. This is not the first time this has happened.

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by Rick/Nicole's behaviour and feel sympathetic towards John/Stephanie.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

**Bullying Vignettes** (Adapted from Yoon & Kerber, 2006)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

Adam/Veronica brought a dinosaur-shaped eraser to school. He/She boasts that it was a prize from a game arcade. Morgan/Tanya goes over and smacks his/her head, demanding the eraser. Adam/Veronica refuses at first, but eventually gives in.

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by Morgan/Tanya's behaviour and feel sympathetic towards Adam/Veronica.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

**Bullying Vignettes** (Adapted from Yoon & Kerber, 2006)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

You have allowed the kids in your class to have a little free time because they have worked so hard today. You witness Kari/Chris say to Julie/Grayson, "No, absolutely not. I already told you that you can't play with us." Julie/Grayson is isolated and plays alone for the remaining time with tears in her/his eyes. This is not the first time Kari/Chris has isolated someone from playing.

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by Kari/Chris's behaviour and feel sympathetic towards Julie/Grayson.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident



**Bullying Vignettes** (Adapted from Yoon & Kerber, 2006)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

You have assigned the kids in your class to work in groups of 4 to do projects. While the kids are getting into their groups, you see Tom/Sarah push Randy/Nina with enough force that he/she falls to the ground. The push was clearly intentional and was not provoked. Randy/Nina yells, "Stop pushing me around, You always do this, just go away!"

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by Tom/Sarah's behaviour and feel sympathetic towards Randy/Nina.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

**Bullying Vignettes** (Adapted from Boulton et al., 2014)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

You witness a group of children in the corridor just before your lesson looking at their mobile phones and laughing. You overhear them mention Fiona/Myles's name in a mocking manner. You have witnessed similar situations before, mocking Fiona/Myles in the same way.

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by the group's behaviour and feel sympathetic towards Fiona/Myles.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

**Bullying Vignettes** (Adapted from Boulton et al., 2014)

The following are hypothetical scenarios followed by questions regarding each scenario. Please read each scenario and question carefully.

You witness Andrew/Leah looking fearful as he/she looks at his phone during free time. Andrew/Leah is constantly looking over his/her shoulder. This is not the first time you have witnessed this behaviour.

In your opinion, how serious is this situation?

- ☐ 1 - Not at all Serious
- ☐ 2
- ☐ 3 - Moderately Serious
- ☐ 4
- ☐ 5 - Very Serious

I would be upset by the bully's behaviour and feel sympathetic towards Andrew/Leah.

- ☐ 1 - Strongly Disagree
- ☐ 2
- ☐ 3 - Neither Disagree Nor Agree
- ☐ 4
- ☐ 5 - Strongly Agree

How likely are you to intervene in this situation?

- ☐ 1 - Not at all Likely
- ☐ 2
- ☐ 3 - Somewhat Likely
- ☐ 4
- ☐ 5 - Very Likely

How confident are you in your ability to effectively intervene in this situation?

- ☐ 1 - Not at all Confident
- ☐ 2
- ☐ 3 - Somewhat Confident
- ☐ 4
- ☐ 5 - Very Confident

**Self- Concept Scale** (Stake, 1994)

Below is a list of descriptions about people. For each one, please indicate how often you think the description is true of you. In making your judgements consider all of your current life experiences, including work, family, school, and social situations.

**Fun to be with**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Hard worker**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Dominant**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Easily embarrassed**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Loyal**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Strong**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Friendly**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Productive**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Lacks confidence**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Law-abiding**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Forceful**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Plans ahead**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Sociable**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Easily hurt**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Acts as a leader

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Truthful

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Self-conscious

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Works efficiently

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Faithful

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Aggressive**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Easy to talk to**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Makes mistakes when flustered**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Honest**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Good at meeting deadlines**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you



Pleasant

- ☐ 1 - Never or almost never true of you
- ☐ 2 - Usually not true of you
- ☐ 3 - Sometimes but infrequently true of you
- ☐ 4 - Occasionally true of you
- ☐ 5 - Often true of you
- ☐ 6 - Usually true of you
- ☐ 7 - Always or almost always true of you

Powerful

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Easily rattled when people are watching

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Trustworthy

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

Can concentrate well on a task

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Warm**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

**Tough**

- ☐ Never or almost never true of you
- ☐ Usually not true of you
- ☐ Sometimes but infrequently true of you
- ☐ Occasionally true of you
- ☐ Often true of you
- ☐ Usually true of you
- ☐ Always or almost always true of you

### Reading the Mind in the Eyes (Baron-Cohen et al., 2001)

For each set of eyes, choose and circle which word best describes what the person in the picture is thinking or feeling. You may feel that more than one word is applicable but please choose just one word, the word which you consider to be most suitable. Before making your choice, make sure that you have read all 4 words. You should try to do the task as quickly as possible but you will not be timed.



Practice: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Jealous
- ☐ Panicked
- ☐ Arrogant
- ☐ Hateful



1: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Playful
- ☐ Comforting
- ☐ Irritated
- ☐ Bored



2: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Terrified
- ☐ Upset
- ☐ Arrogant
- ☐ Annoyed



3: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Joking
- ☐ Flustered
- ☐ Desire
- ☐ Convinced



4: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Joking
- ☐ Insisting
- ☐ Amused
- ☐ Relaxed



5: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Irritated
- ☐ Sarcastic
- ☐ Worried
- ☐ Friendly



6: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Aghast
- ☐ Fantasizing
- ☐ Impatient
- ☐ Alarmed



7: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Apologetic
- ☐ Friendly
- ☐ Uneasy
- ☐ Dispirited



8: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Despondent
- ☐ Relieved
- ☐ Shy
- ☐ Excited



9: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Annoyed
- ☐ Hostile
- ☐ Horrified
- ☐ Preoccupied



10: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Cautious
- ☐ Insisting
- ☐ Bored
- ☐ Aghast



11: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Terrified
- ☐ Amused
- ☐ Regretful
- ☐ Flirtatious



12: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Indifferent
- ☐ Embarrassed
- ☐ Skeptical
- ☐ Dispirited



13: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Decisive
- ☐ Anticipating
- ☐ Threatening
- ☐ Shy



14: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Irritated
- ☐ Disappointed
- ☐ Depressed
- ☐ Accusing



15: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Contemplative
- ☐ Flustered
- ☐ Encouraging
- ☐ Amused



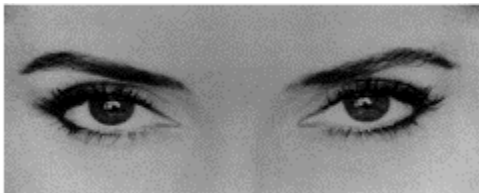
16: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Irritated
- ☐ Thoughtful
- ☐ Encouraging
- ☐ Sympathetic



17: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Doubtful
- ☐ Affectionate
- ☐ Playful
- ☐ Aghast



18: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Decisive
- ☐ Amused
- ☐ Aghast
- ☐ Bored



19: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Arrogant
- ☐ Grateful
- ☐ Sarcastic
- ☐ Tentative



20: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Dominant
- ☐ Friendly
- ☐ Guilty
- ☐ Horrified



21: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Embarrassed
- ☐ Fantasizing
- ☐ Confused
- ☐ Panicked



22: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Preoccupied
- ☐ Grateful
- ☐ Insisting
- ☐ Imploring





23: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Contented
- ☐ Apologetic
- ☐ Defiant
- ☐ Curious



24: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Pensive
- ☐ Irritated
- ☐ Excited
- ☐ Hostile



25: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Panicked
- ☐ Incredulous
- ☐ Despondent
- ☐ Interested



26: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Alarmed
- ☐ Shy
- ☐ Hostile
- ☐ Anxious



27: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Joking
- ☐ Cautious
- ☐ Arrogant
- ☐ Reassuring



28: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Interested
- ☐ Joking
- ☐ Affectionate
- ☐ Contented



29: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Impatient
- ☐ Aghast
- ☐ Irritated
- ☐ Reflective



30: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Grateful
- ☐ Flirtatious
- ☐ Hostile
- ☐ Disappointed



31: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Ashamed
- ☐ Confident
- ☐ Joking
- ☐ Dispirited



32: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Serious
- ☐ Ashamed
- ☐ Bewildered
- ☐ Alarmed



33: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Embarrassed
- ☐ Guilty
- ☐ Fantasizing
- ☐ Concerned



34: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Aghast
- ☐ Baffled
- ☐ Distrustful
- ☐ Terrified



35: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Puzzled
- ☐ Nervous
- ☐ Insisting
- ☐ Contemplative



36: Please choose the emotion before that you feel best presents the photograph above.

- ☐ Ashamed
- ☐ Nervous
- ☐ Suspicious
- ☐ Indecisive